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ABSTRACT

The "1994 National Education Goals Report" consists of three documents, a central report focusing on core indicators, a volume devoted to national data, and this volume on state progress toward the National Education Goals. State data is presented in profiles for each state, the District of Columbia, American Samoa, Guam, the Northern Marianas, Puerto Rico, and the Virgin Islands. For each state, each of the goals is listed, and information in support of state progress is given in graphs and tables. Direct measures of the goals and objectives are given in such areas as child health and nutrition; high school completion and dropouts; and other measures of academic achievement, including advanced placement programs, adult literacy, educational environment, and school safety. Appendix A lists sources, Appendix B contains the technical notes, and Appendix C lists acknowledgments. (SLD)

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ED 383 819

DATA VOLUME FOR THE NATIONAL EDUCATION GOALS REPORT

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1994

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VOLUME TWO: STATE DATA

DATA FOR
THE NATIONAL EDUCATION
GOALS REPORT

Volume Two:
State Data

NATIONAL
EDUCATION
GOALS
PANEL

ERRATA

Data for percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) should be:

Nebraska	13%
South Carolina	13%
South Dakota	14%
Tennessee	15%
Utah	15%
Vermont	—
West Virginia	17%
Wisconsin	16%
American Samoa	39%
Virgin Islands	15%

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Foreword

On behalf of the National Education Goals Panel, I am pleased to present the *1994 National Education Goals Report*, the fourth in a series of annual reports to measure progress toward the National Education Goals through the year 2000. Not only does 1994 mark the fifth anniversary of the 1989 Education Summit in Charlottesville, Virginia, which spurred the creation of the National Education Goals, but 1994 also brings significant changes and exciting new challenges to the Goals Panel.

Earlier this year, Congress adopted and the President enacted the *Goals 2000: Educate America Act*, which significantly expanded the role of the Goals Panel. While reporting the amount of educational progress the nation and states are making continues to be one of the Panel's main responsibilities, the Goals Panel is also responsible for:

- building a national consensus for education improvement;
- accelerating progress by reporting on promising or effective actions being taken at the national, state, and local levels to achieve the Goals;
- identifying actions that federal, state, and local governments should take to enhance progress toward achieving the Goals and to provide all students with a fair opportunity to learn; and
- working in partnership with the newly created National Education Standards and Improvement Council to review the criteria for voluntary content, performance, and opportunity-to-learn standards reflecting high expectations for all students.

The *1994 Goals Report* consists of three documents. The *National* and *State Data Volumes* include comprehensive sets of measures to describe our educational progress at the national level and the amount of progress that individual states have made against their own baselines. The central document, the *1994 Goals Report*, focuses on sixteen policy-actionable core indicators to convey to parents, educators, and policymakers how far we are from where we should be and what we must do in order to reach our destination.

Attainment of the National Education Goals will require commitment on the part of all Americans, and we encourage all states and local communities to become active participants in the "Goals Process" by adopting education goals, setting ambitious standards, and improving data collection systems so that we can regularly monitor and share results.

Sincerely,

John R. McKernan, Jr., Chair
(August 1993-August 1994)
National Education Goals Panel, and
Governor of Maine

Governors

Evan Bayh, Chair
(August 1994-August 1995)
National Education Goals Panel, and
Governor of Indiana

Arne H. Carlson,
Governor of Minnesota

Jim Edgar,
Governor of Illinois

John Engler,
Governor of Michigan

Michael Leavitt,
Governor of Utah

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William F. Goodling,
U.S. Representative, Pennsylvania

Dale E. Kildee,
U.S. Representative, Michigan

State Legislators

Anne C. Barnes,
State Representative, North Carolina

G. Spencer Coggs,
State Representative, Wisconsin

Robert T. Connor,
State Senator, Delaware

Doug Jones,
State Representative, Idaho

Preface

Planning, design, and production of the *1994 National Education Goals Report* and the accompanying *National* and *State Data Volumes* were the responsibility of Cynthia Prince, Associate Director for Analysis and Reporting, and Leslie Lawrence, Education Associate, of the National Education Goals Panel.

Justin Boesel, Babette Gutmann, and Allison Henderson of Westat, Inc., supplied invaluable technical assistance and statistical support services. Jim Page and Kelli Sechrist of Impact Design, Inc., contributed expertise in graphic design, layout, and report production. Additional graphics were designed by Ogilvy, Adams and Rinehart and by the National Geographic Society.

Portions of the text were written by Cynthia Prince, Anne Lewis, and Leslie Lawrence, with assistance from Emily Wurtz. Scott Miller of Editorial Experts, Inc., contributed essential editorial support.

Special thanks go to members of the National Education Goals Panel's Working Group for helpful critiques of earlier drafts of the Report, especially members of the Reporting Committee: Patricia Brown, John Burkett, Alison Englund, Lori Gremel, W. Davis Lackey, Leo Martin, Mary Rollefson, Marjorie Steinberg, Susan Traiman, and Georgia Jackson VanAdestine.

The *1994 Goals Report* would not have been possible without the hard work, thoughtful planning, and careful review provided by all of these individuals. Their dedication and assistance are gratefully acknowledged.

Ken Nelson
Executive Director
National Education Goals Panel

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[redacted]

The National Education Goals

GOAL 1: Ready to Learn

By the year 2000, all children in America will start school ready to learn.

Objectives:

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need.
- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Goal 2: School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Goal 3: Student Achievement and Citizenship

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

Objectives:

- The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
- The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- All students will have access to physical education and health education to ensure they are healthy and fit.
- The percentage of all students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community.

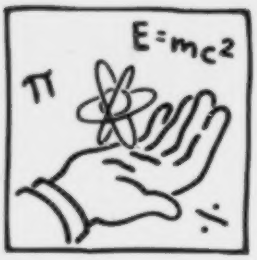
Goal 4: Teacher Education and Professional Development

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Objectives:

- All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies.
- States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.

- Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.



Goal 5: Mathematics and Science

By the year 2000, United States students will be first in the world in mathematics and science achievement.

Objectives:

- Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

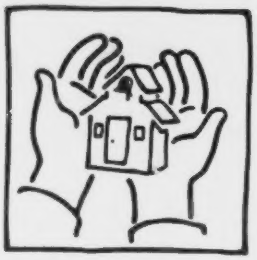
Goal 6: Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools



By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.
- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- Community-based teams should be organized to provide students and teachers with needed support.
- Every school should work to eliminate sexual harassment.

Goal 8: Parental Participation

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Objectives:

- Every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
- Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school.
- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

Introduction

"If you're not keeping score, you're just practicing."

Vince Lombardi

In any sport, it is difficult to determine how well your team is doing unless you have complete, accurate, and up-to-date information on the team's performance. If you want to determine your team's standing and see how far you are from first place, you also need measures that allow you to compare your team to the very best in the league. Most important, if you expect to win, then all players must work cooperatively to achieve common goals.

Until recently, it was not possible for the United States to apply these same principles to our education system to determine whether we were making the kind of progress needed to remain internationally competitive. As recently as four years ago, the United States had no nationwide goals to provide focus and consistency in order to determine whether we were all working toward high-performance education results. With the exception of mathematics, no voluntary nationwide standards existed to determine what students should know and be able to do in any of the core subjects. In a number of key areas, we lacked the necessary data to judge whether we were making sufficient progress or falling further behind.

Public dissatisfaction with low levels of student performance, increasing global economic competition, and consistently poor showings on international assessments led policymakers to conclude five years ago that the United States had been spending too much time merely practicing and had not devoted sufficient attention to improving performance. The National Education Goals were created in 1990 to reverse that trend. This fourth annual report of the National Education Goals Panel is designed to help parents, educators, and policymakers score our education performance by reporting where the nation and the states stand with respect to each of the National Education Goals, where we *should* be if we expect to reach the Goals by the year 2000, and which actions are necessary in order for us to reach our destination.

The National Education Goals

In 1989, the nation's Governors and the President reached agreement at an education summit convened in Charlottesville, Virginia, that unless the nation established clear education goals and all citizens worked cooperatively to achieve them, the United States would be woefully unprepared to face the technological, scientific, and economic challenges of the 21st century. The 1989 Education Summit led to the adoption of six National Education Goals which set high expectations for education performance at every stage of a learner's life, from the preschool years through adulthood. In 1994, Congress adopted the six Goals and expanded the number to eight, underscoring the critical roles that teachers and parents play in improving the nation's education performance. The Goals state that by the year 2000:

1. **All children in America will start school ready to learn.**

2. **The high school graduation rate will increase to at least 90 percent.**

3. **All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn**

to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

4. **The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.**

5. **United States students will be first in the world in mathematics and science achievement.**

6. **Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.**

7. **Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.**

8. **Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.**

The National Education Goals Panel

Following the adoption of the National Education Goals, the White House and the National Governors' Association established the National Education Goals Panel. Its primary purpose at that time was to monitor and report annual progress toward the Goals at the national and state levels. In March of 1994, Congress codified the National Education Goals and established the Goals Panel as an independent federal agency by enacting the *Goals 2000: Educate America Act.* The eighteen-member bipartisan Goals Panel now consists of eight Governors, four members of Congress, four State Legislators, the U.S. Secretary of Education, and the Assistant to the President for Domestic Policy.

Congress also considerably expanded the Goals Panel's charge in the new legislation. While monitoring and reporting progress toward the Goals continues to be one of the primary duties of the Goals Panel, the Panel is also responsible for:

- building a national consensus for the reforms necessary to achieve education improvement;

- reporting on promising or effective actions being taken at the national, state, and local levels to achieve the Goals;

- identifying actions that federal, state, and local governments should take to enhance progress toward achieving the Goals and to provide all students with a fair opportunity to learn; and

- collaborating with the newly created National Education Standards and Improvement Council to review the criteria for voluntary content, performance, and opportunity-to-learn standards.

The 1994 National Education Goals Report

For the past three years the Goals Panel has measured progress toward each of the Goals by establishing baseline performance measures around the time of the Charlottesville Summit, and by updating the baselines as new data become available. While this information does tell us where we currently stand, the Goals Panel has never set specific targets to determine where we *should* be each year if we expect to reach the National Education Goals by the year 2000. This year the Panel begins that process by making four fundamental changes to the annual Goals Report so that it is more useful and more understandable.

As was the case last year, the 1994 Report consists of three documents. The *National* and *State Data Volumes* contain comprehensive sets of indicators to describe our educational progress at the national level and the amount of progress made by individual states against their own baselines. However, the central document, the *1994 National Education Goals Report*, has been expanded and revised so that it:

1. Focuses on a limited set of core education indicators to measure progress. If policymakers, educators, and the public focus on improving performance on these core indicators, the nation should be able to raise its overall level of "educational health" over time.

2. Focuses on indicators that are policy-actionable, so that policymakers and the public will have a better understanding of what they can do to improve educational performance.

3. Begins the process of setting challenging, yet meaningful, benchmarks for performance so that the American public clearly understands how far we are from where we should be.

4. Identifies data gaps at both the national and state levels that impede the Panel's ability to measure progress toward the Goals, so that the Panel and its partners can design short- and long-term strategies for filling these gaps.

Core Indicators

Sixteen core indicators are the central focus of the *1994 Goals Report*. They were selected with the assistance of members of the Goals Panel's Resource and Technical Planning Groups, who were asked to recommend a small set of indicators for the core that were, to the extent possible:

- comprehensive across the Goals;
- most critical in determining whether the Goals are actually achieved;
- policy-actionable; and
- updated at frequent intervals, so that the Panel can provide regular progress reports.

The core indicators are discussed in detail in the *1994 National Education Goals Report*. The sixteen are:

GOAL 1: READY TO LEARN

1. Children's Health Index
2. Immunizations
3. Family-child reading and storytelling
4. Preschool participation

GOAL 2: SCHOOL COMPLETION

5. High school completion

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

6. Mathematics achievement
7. Reading achievement

GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

(No core indicators have been selected for this new Goal yet. They will be addressed in future Goals Reports.)

GOAL 5: MATHEMATICS AND SCIENCE

8. International mathematics achievement comparisons
9. International science achievement comparisons

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING

10. Adult literacy
11. Participation in adult education
12. Participation in higher education

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS

13. Overall student drug and alcohol use
14. Sale of drugs at school
15. Student and teacher victimization
16. Disruptions in class by students

GOAL 8: PARENTAL PARTICIPATION

(No core indicators have been selected for this new Goal yet. They will be addressed in future Goals Reports.)

It is important to understand that the indicators selected for the core are not necessarily the ideal measures of progress, nor are they all policy-actionable. They do represent, however, the best currently available measures. The list will be expanded as other central measures become available for the original six Goals (e.g., new student achievement levels in science), and for the two new Goals on Teacher Education and Professional Development, and Parental Participation.

While this small core of indicators has the distinct advantage of bringing greater focus to our discussions about national and state progress, the Panel acknowledges that sixteen indicators cannot possibly capture the breadth or depth of the educational needs that we face. Therefore, a much broader range of indicators for each Goal is presented in the accompanying *National* and *State Data Volumes*.

The Goals Process

Meeting the challenges of the next century will require the involvement of all Americans: public officials, educators, parents, business and community leaders, and students. Becoming active participants and improving our ability to gauge our education performance will enable us to make better decisions that will benefit our schools. One of the most important roles that the Goals Panel plays is encouraging collaborative efforts to improve education that are taking place at all levels of governance and, hopefully, in every community.

The heart of the Goals Process is *informed* decision-making. Citizens need accurate, reliable information to determine the strengths and weaknesses of their education systems and to make decisions that will allow those systems to perform at more ambitious levels. The Goals Process can help communities determine how well they are doing, where they would like to be, and what they will have to do to move their results in the desired direction. It involves three essential steps:

- adopting and adapting the National Education Goals to reflect high expectations for all learners and cover a lifetime of learning, from the preschool years through adulthood;
- assessing current strengths and weaknesses, and building a strong accountability system to measure and report progress regularly toward all of the goals; and
- setting performance milestones to serve as checkpoints along the way.

Once these steps have been taken and the community has made a long-term commitment to evaluate its progress, it will need to identify potential barriers to success, develop strategies to overcome them, and use the information it is collecting along the way to fine-tune its own approach to education improvement.

A new product created by the Goals Panel, the Community Action Toolkit, is designed to help communities implement the Goals Process. The Toolkit includes a handbook which outlines the steps required to collect reliable data so that informed decisionmaking can take place at the local level. The Toolkit also includes advice on organizing community leaders and communicating educational strengths, weaknesses, and priorities to the general public. Information about the Toolkit can be obtained by returning the questionnaire located in the back of this document to the Goals Panel.

Next Steps

Five years ago the White House and the nation's Governors, later joined by Congress and State Legislators, began a process intended to result in a rapid rebuilding of the nation's education system. By the end of the century, they agreed, the commitment made by policymakers, communities, educators, students, and parents should be turning those ambitious goals into reality.

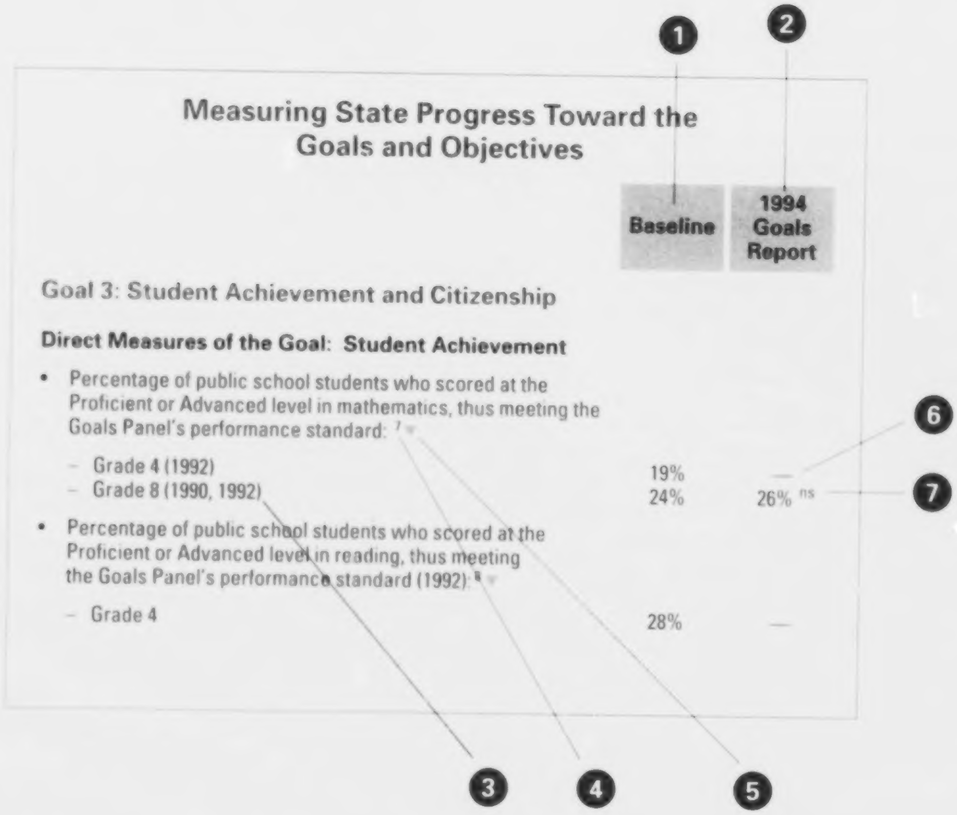
That process is nearly at midpoint. A permanent foundation has been laid and considerable information has been gathered on progress, though it will require continued improvements before it can be considered complete in all areas. This *1994 National Education Goals Report* introduces the essential areas in which policymakers need to act and the public needs to be involved, if we are serious about keeping score, not simply practicing.

Indicators for the State Volume

2000

1994

Guide to Reading the State Pages



Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[7] ▼		
– Grade 4 (1992)	19%	—
– Grade 8 (1990, 1992)	24%	26% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ▼		
– Grade 4	28%	—

1 The **baseline** year represents the year closest to the date of the Charlottesville Education Summit (September 1989) for which data were available. The choice of the baseline year is constrained, however, by the timing of the data collection.

2 The **1994 Goals Report** year represents the most recent year in which data were collected.

3 The date or dates in parentheses indicate the year(s) in which data were collected for a particular measure. If there are two dates, the first indicates the baseline year and the second indicates the most recent year in which data were collected.

4 Superscript number refers to the data source; sources are listed in Appendix A.

5 **Squares and triangles** indicate a technical note; see bottom of the page for the location of the note.

6 — means data not available.

7 **ns** means that a change from the baseline year to the most recent year was not statistically significant.

ALABAMA

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	916	913
b) between 3.3 and 5.5 pounds	68	71
c) below 3.3 pounds	16	16
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	735	753
b) second trimester of pregnancy	204	194
c) third trimester of pregnancy or never	61	53
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	54%	55%
b) 1 or more risks	46%	45%
c) 2 or more risks	14%	12%
d) 3 or more risks	4%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	41	45

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

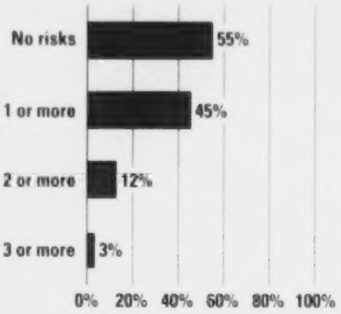
	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	82%	—
b) 23- to 24-year-olds	80%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	13%	—

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

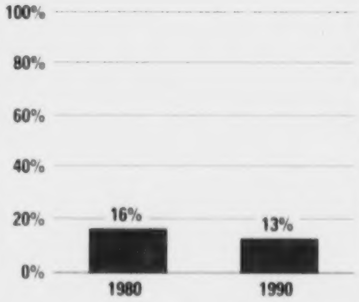


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

▨ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

ALABAMA

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	10%	—
– Grade 8 (1990, 1992)	12%	12%
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	17%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	12	15
– Mathematics	4	6
– Science	3	5
– Foreign languages	1	1
– Civics and government	2	3
– Economics	1	3
– Fine arts	1	1
– History	7	8

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

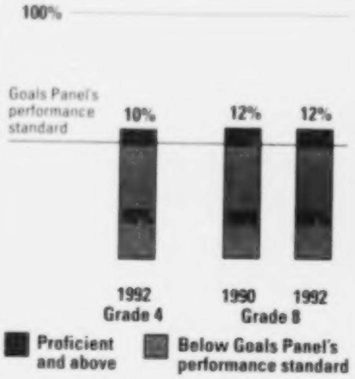
	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10] Taiwan=41% Korea=37% Switzerland=33%	12%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	34%	45% ns
– work with measuring instruments or geometric solids at least once a week	—	5%

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)

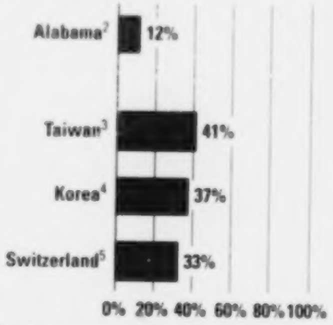


[1] A complete description of the performance standard can be found in Appendix B

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 2 percentage points

[3] Plus or minus 2 percentage points

[4] Plus or minus 2 percentage points

[5] Plus or minus 2 percentage points

Source: Educational Testing Service, 1993

— Data not available

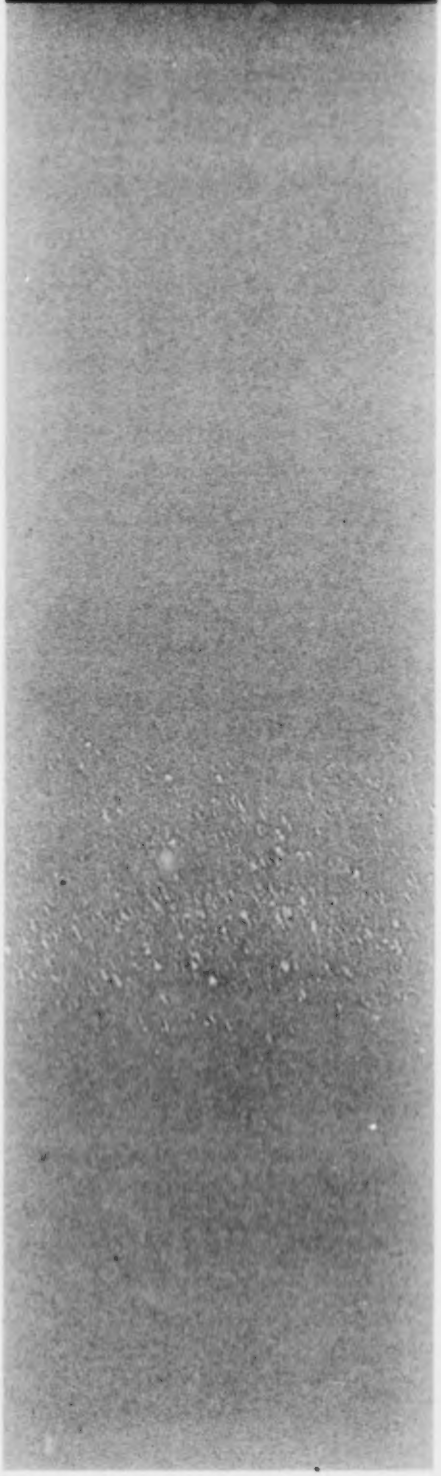
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

■ See technical note on page 252.



Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	41%	42% ns
– developing reasoning ability to solve unique problems	48%	42% ns
– communicating mathematics ideas	43%	43%
c) who have computers available in their mathematics classroom	13%	15% ns
d) who use calculators in mathematics class at least once a week	25%	45%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	98%	97%
– Chemistry	94%	91%
– Physics	81%	84%
– Earth Science	90%	96%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	96%	97%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

		Baseline	1994 Goals Report
• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	74%	78% ns
b) voting	57%	64%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): [16] ▪		
– alcohol	—	5%
– marijuana	—	2%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) [17] ▪	—	18%

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993): [18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	7%	10% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	35%	25%

Direct Measures of the Goal: Schools Free of Violence and Crime

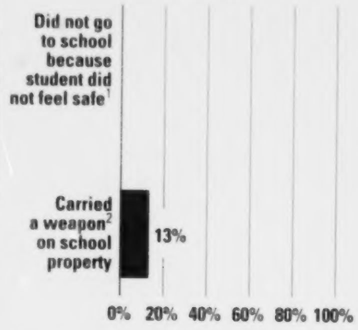
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): [19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	13%
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993): [20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) [21] ▪	—	14%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Data not available.
[2] Such as a gun, knife, or club.

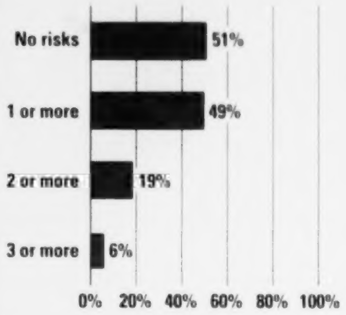
Source: Centers for Disease Control and Prevention, 1994

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▪ See technical note on page 252.

ALASKA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

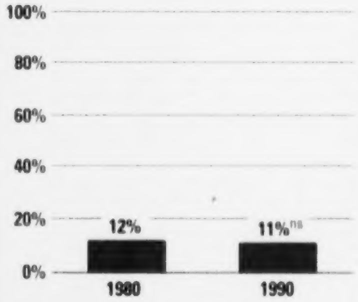


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	952	953
b) between 3.3 and 5.5 pounds	39	39
c) below 3.3 pounds	9	8
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	800	823
b) second trimester of pregnancy	162	140
c) third trimester of pregnancy or never	38	36
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	52%	51% ns
b) 1 or more risks	48%	49% ns
c) 2 or more risks	18%	19%
d) 3 or more risks	5%	6%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	44	52

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	85%	—
b) 23- to 24-year-olds	90%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▨ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[7] ▼		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ▼		
– Grade 4	—	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994):[9]		
– English	21	24
– Mathematics	10	10
– Science	6	7
– Foreign languages	1	1
– Civics and government	5	4
– Economics	4	1
– Fine arts	2	2
– History	9	8

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[10]		
Taiwan=41% Korea=37% Switzerland=33%	—	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▨ See technical note on page 252.

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Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

		Baseline	1994 Goals Report
Direct Measure of the Goal: Adult Literacy			
• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measure of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[15]			
a) registered to vote		73%	77% ns
b) voting		62%	70%

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▨ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

ALASKA

	Baseline	1994 Goals Report

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): [16] ▨		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) [17] ▨	—	—

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993): [18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): [19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993): [20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) [21] ▨	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▨ See technical note on page 252

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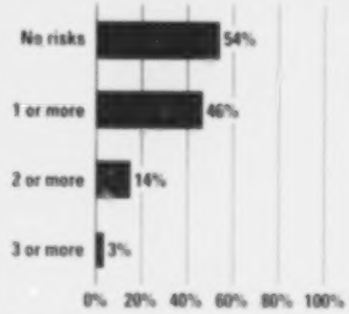
ARIZONA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

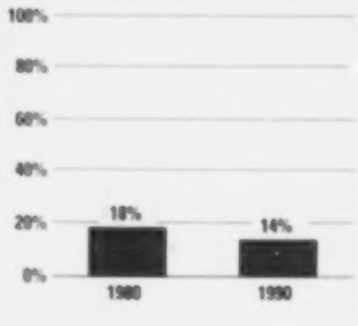


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school

[2] Includes traditional high school diploma and alternative credential

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	936	936
b) between 3.3 and 5.5 pounds	52	53
c) below 3.3 pounds	11	11
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	675	687
b) second trimester of pregnancy	224	220
c) third trimester of pregnancy or never	101	93
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	51%	54%
b) 1 or more risks	49%	46%
c) 2 or more risks	17%	14%
d) 3 or more risks	4%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	25	33

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	80%	—
b) 23- to 24-year-olds	81%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	14%	—

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

* See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼

	Baseline	1994 Goals Report
– Grade 4 (1992)	13%	—
– Grade 8 (1990, 1992)	16%	19% ns

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼

	Baseline	1994 Goals Report
– Grade 4	18%	—

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]

	Baseline	1994 Goals Report
– English	12	16
– Mathematics	7	10
– Science	6	8
– Foreign languages	4	6
– Civics and government	4	9
– Economics	1	2
– Fine arts	1	2
– History	7	9

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]

	Baseline	1994 Goals Report
Taiwan=41% Korea=37% Switzerland=33%	19%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992): [11]

	Baseline	1994 Goals Report
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	61%	56% ns
– work with measuring instruments or geometric solids at least once a week	—	8%

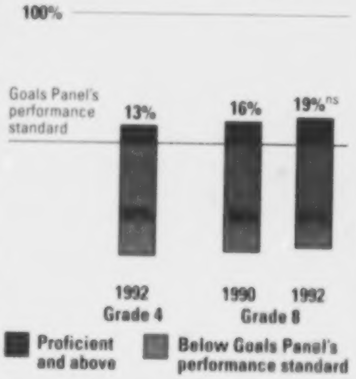
— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

ARIZONA

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)

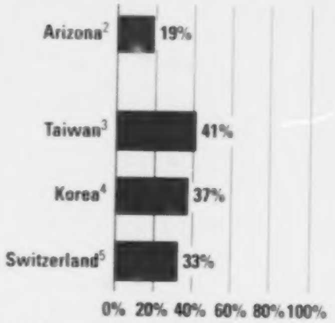


[1] A complete description of the performance standard can be found in Appendix B.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

■ See technical note on page 251
■ See technical note on page 252

ARIZONA

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	51%	50% ns
– developing reasoning ability to solve unique problems	43%	51% ns
– communicating mathematics ideas	38%	43% ns
c) who have computers available in their mathematics classroom	22%	17% ns
d) who use calculators in mathematics class at least once a week	33%	52%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993): [12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993) [13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992): [14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992): [15]		
a) registered to vote	66%	75%
b) voting	57%	69%

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
□ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▨		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▨	—	—

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▨	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▨ See technical note on page 249.

■ See technical note on page 251.

▨ See technical note on page 252.

ARKANSAS

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	918	918
b) between 3.3 and 5.5 pounds	70	68
c) below 3.3 pounds	12	14
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	708	705
b) second trimester of pregnancy	223	228
c) third trimester of pregnancy or never	70	68
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	51%	51%
b) 1 or more risks	49%	49%
c) 2 or more risks	16%	15%
d) 3 or more risks	4%	4%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	45	57

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

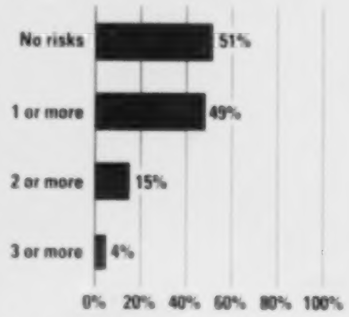
	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	83%	—
b) 23- to 24-year-olds	82%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	11%	—

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

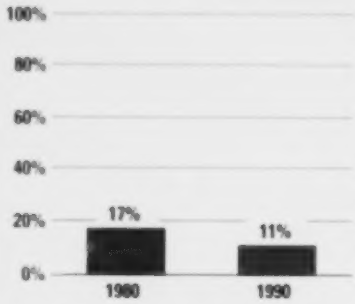


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school

[2] Includes traditional high school diploma and alternative credential

Source: Bureau of the Census, 1980 and 1990

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	10%	—
– Grade 8 (1990, 1992)	12%	13% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	20%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	6	9
– Mathematics	3	4
– Science	2	2
– Foreign languages	<1	<1
– Civics and government	<1	1
– Economics	0	0
– Fine arts	<1	<1
– History	3	5

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	13%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	33%	41% ns
– work with measuring instruments or geometric solids at least once a week	—	6%

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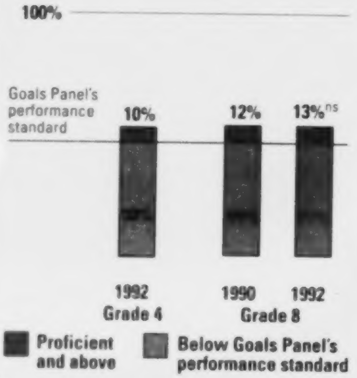
Mathematics Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)

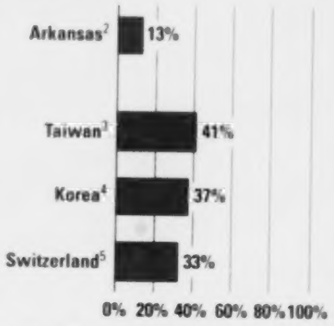


[1] A complete description of the performance standard can be found in Appendix B

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics
Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 2 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

■ See technical note on page 252

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Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	33%	35% ns
– developing reasoning ability to solve unique problems	36%	31% ns
– communicating mathematics ideas	31%	30% ns
c) who have computers available in their mathematics classroom	16%	23% ns
d) who use calculators in mathematics class at least once a week	26%	39% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	98%	97%
– Chemistry	93%	95%
– Physics	89%	86%
– Earth Science	91%	81%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	99%	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	68%	67% ns
b) voting	56%	58% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▨ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	—

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available
ns Interpret with caution. Change was not statistically significant
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
▪ See technical note on page 252

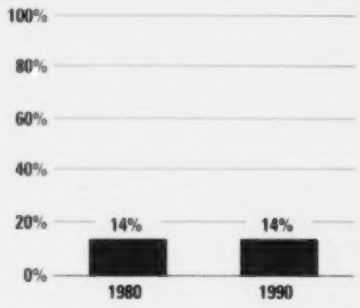
CALIFORNIA

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 1: Ready to Learn		
Direct Measure of the Goal: Ready to Learn		
• No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	942	942
b) between 3.3 and 5.5 pounds	48	48
c) below 3.3 pounds	10	10
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	723	728
b) second trimester of pregnancy	206	208
c) third trimester of pregnancy or never	70	64
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	28	31
Goal 2: School Completion		
Direct Measure of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	77%	—
b) 23- to 24-year-olds	77%	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	14%	—

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	13%	—
– Grade 8 (1990, 1992)	16%	20% ^{ns}
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	17%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	23	26
– Mathematics	14	17
– Science	12	14
– Foreign languages	14	18
– Civics and government	6	8
– Economics	2	4
– Fine arts	2	3
– History	16	18

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	20%	—

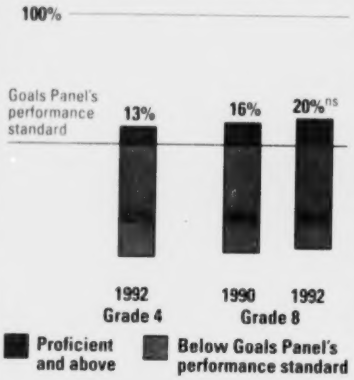
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	59%	62% ^{ns}
– work with measuring instruments or geometric solids at least once a week	—	13%

CALIFORNIA

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



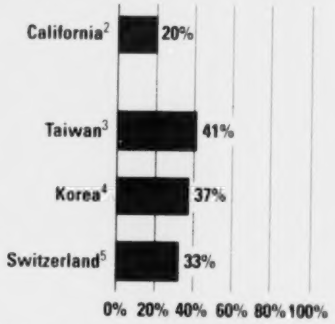
[1] A complete description of the performance standard can be found in Appendix B.

^{ns}Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 3 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

■ See technical note on page 252.

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Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	46%	42% ns
– developing reasoning ability to solve unique problems	50%	49% ns
– communicating mathematics ideas	41%	40% ns
c) who have computers available in their mathematics classroom	28%	24% ns
d) who use calculators in mathematics class at least once a week	59%	65% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1990, 1993):[12] ■		
– Biology	82%	77%
– Chemistry	83%	76%
– Physics	83%	79%
– Earth Science	88%	85%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1990, 1993):[13] ■	80%	75%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	72%	73% ns
b) voting	63%	67%

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

CALIFORNIA

	Baseline	1994 Goals Report
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] □		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] □	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] □		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] □		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] □		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] □	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
□ See technical note on page 252.

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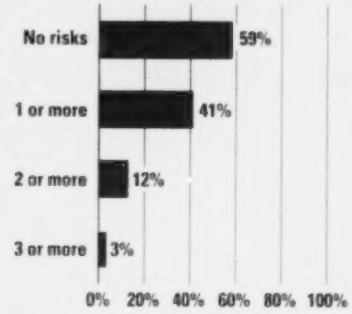
COLORADO

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

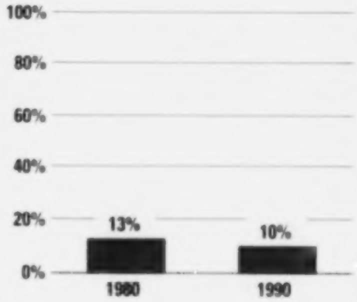


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	920	918
b) between 3.3 and 5.5 pounds	70	70
c) below 3.3 pounds	11	12
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	778	786
b) second trimester of pregnancy	172	166
c) third trimester of pregnancy or never	50	48
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	58%	59% ns
b) 1 or more risks	42%	41% ns
c) 2 or more risks	13%	12%
d) 3 or more risks	3%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	27	35

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	87%	—
b) 23- to 24-year-olds	88%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	10%	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▨ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼

	Baseline	1994 Goals Report
– Grade 4 (1992)	18%	—
– Grade 8 (1990, 1992)	22%	26%

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼

	Baseline	1994 Goals Report
– Grade 4	22%	—

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]

	Baseline	1994 Goals Report
– English	23	24
– Mathematics	12	14
– Science	12	12
– Foreign languages	6	6
– Civics and government	1	1
– Economics	<1	1
– Fine arts	1	1
– History	17	18

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]

	Baseline	1994 Goals Report
Taiwan=41% Korea=37% Switzerland=33%	26%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992): [11]

	Baseline	1994 Goals Report
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	69%	56%
– work with measuring instruments or geometric solids at least once a week	—	9%

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

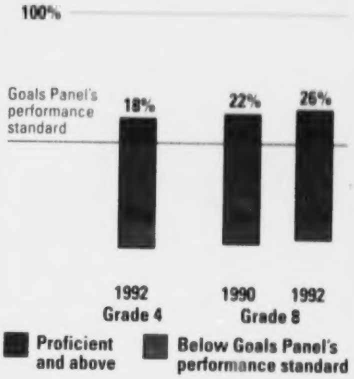
■ See technical note on page 251

▪ See technical note on page 252

COLORADO

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)

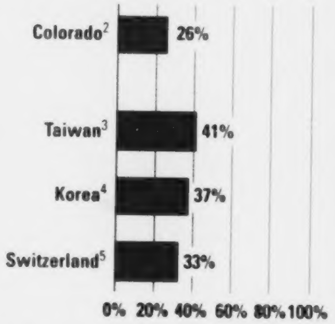


[1] A complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 3 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	51%	53% ^{ns}
– developing reasoning ability to solve unique problems	50%	51% ^{ns}
– communicating mathematics ideas	45%	43% ^{ns}
c) who have computers available in their mathematics classroom	16%	15% ^{ns}
d) who use calculators in mathematics class at least once a week	56%	73%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	93%	93%
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	75%	77%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	76%	77% ^{ns}
b) voting	68%	71% ^{ns}

— Data not available
ns Interpret with caution. Change was not statistically significant
▲ See technical note on page 249
* See technical note on page 249
■ See technical note on page 251
✱ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▨		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▨	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	16%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	38%	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▨	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

* See technical note on page 249

■ See technical note on page 251

▨ See technical note on page 252

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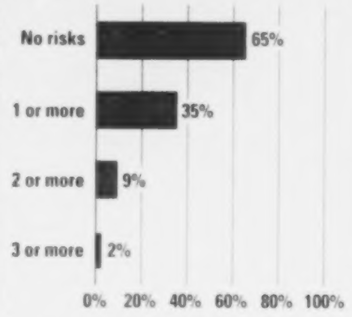
CONNECTICUT

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

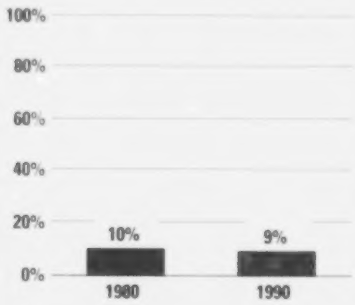


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school
[2] Includes traditional high school diploma and alternative credential

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	934	931
b) between 3.3 and 5.5 pounds	53	55
c) below 3.3 pounds	13	14
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	849	864
b) second trimester of pregnancy	118	107
c) third trimester of pregnancy or never	33	29
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	67%	65%
b) 1 or more risks	33%	35%
c) 2 or more risks	8%	9%
d) 3 or more risks	2%	2%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	41	44

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	88%	—
b) 23- to 24-year-olds	89%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	9%	—

— Data not available
ns Interpret with caution. Change was not statistically significant
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	25%	—
– Grade 8 (1990, 1992)	26%	30%
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	30%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	21	24
– Mathematics	15	17
– Science	16	19
– Foreign languages	10	11
– Civics and government	1	1
– Economics	3	4
– Fine arts	2	2
– History	16	19

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10] Taiwan=41% Korea=37% Switzerland=33%	30%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	51%	47% ns
– work with measuring instruments or geometric solids at least once a week	—	6%

— Data not available.

ns Interpret with caution. Change was not statistically significant.

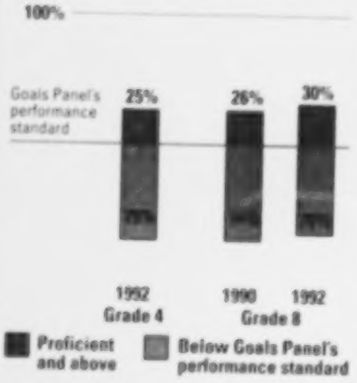
▲ See technical note on page 249

▼ See technical note on page 249

CONNECTICUT

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)

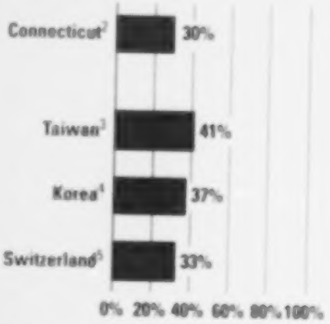


[1] A complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 2 percentage points

[3] Plus or minus 2 percentage points

[4] Plus or minus 2 percentage points

[5] Plus or minus 2 percentage points

Source: Educational Testing Service, 1993

■ See technical note on page 251

▼ See technical note on page 252

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Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	48%	40% ns
– developing reasoning ability to solve unique problems	47%	49% ns
– communicating mathematics ideas	41%	45% ns
c) who have computers available in their mathematics classroom	27%	22% ns
d) who use calculators in mathematics class at least once a week	51%	61% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	97%	98%
– Chemistry	98%	95%
– Physics	88%	88%
– Earth Science	76%	79%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	98%	98%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	78%	82% ns
b) voting	68%	77%

— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▪ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

DELAWARE

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991): [1]		
a) at or above 5.5 pounds	924	921
b) between 3.3 and 5.5 pounds	61	62
c) below 3.3 pounds	16	17
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during: [2]		
a) first trimester of pregnancy	795	778
b) second trimester of pregnancy	160	170
c) third trimester of pregnancy or never	45	52
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991): [3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	52%	53% ns
b) 1 or more risks	48%	47% ns
c) 2 or more risks	15%	15%
d) 3 or more risks	4%	4%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993) [4]	51	59

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

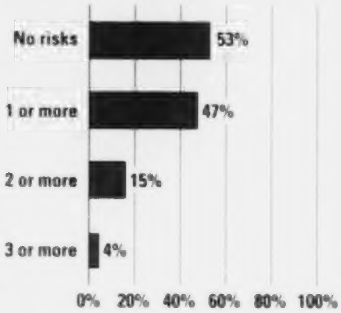
	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990): [5]		
a) 19- to 20-year-olds	88%	—
b) 23- to 24-year-olds	88%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990) [6]	10%	—

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

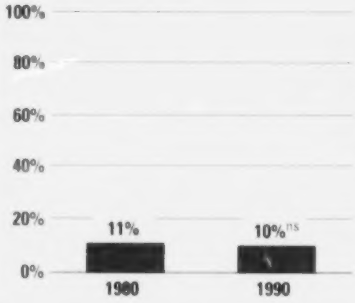


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school

[2] Includes traditional high school diploma and alternative credential

ns Interpret with caution. Change was not statistically significant

Source: Bureau of the Census, 1980 and 1990

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

■ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[7] ▼		
– Grade 4 (1992)	17%	—
– Grade 8 (1990, 1992)	19%	18% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ▼		
– Grade 4	21%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994):[9]		
– English	18	22
– Mathematics	14	18
– Science	13	21
– Foreign languages	5	5
– Civics and government	4	3
– Economics	<1	1
– Fine arts	<1	2
– History	19	21

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[10] Taiwan=41% Korea=37% Switzerland=33%	18%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	43%	52%
– work with measuring instruments or geometric solids at least once a week	—	8%

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

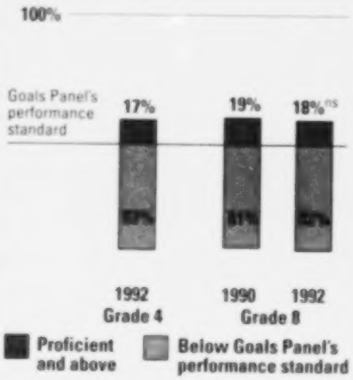
■ See technical note on page 251

▪ See technical note on page 252

DELAWARE

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



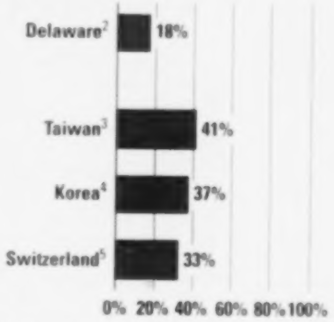
[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 2 percentage points

[3] Plus or minus 2 percentage points

[4] Plus or minus 2 percentage points

[5] Plus or minus 2 percentage points

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	39%	41% ns
– developing reasoning ability to solve unique problems	47%	50% ns
– communicating mathematics ideas	37%	40%
c) who have computers available in their mathematics classroom	13%	18%
d) who use calculators in mathematics class at least once a week	48%	57%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	94%	92%
– Chemistry	100%	95%
– Physics	93%	90%
– Earth Science	100%	100%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	94%	91%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	65%	73%
b) voting	60%	68%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249
● See technical note on page 249
■ See technical note on page 251
▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] □		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] □	—	—

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] □		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] □		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] □		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] □	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

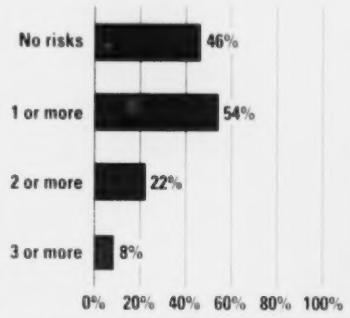
■ See technical note on page 251

□ See technical note on page 252

DISTRICT OF COLUMBIA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

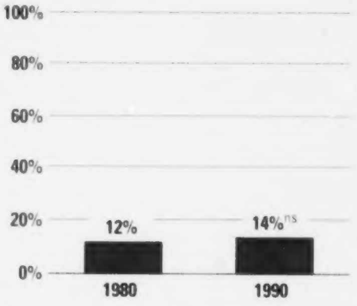


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	849	846
b) between 3.3 and 5.5 pounds	114	117
c) below 3.3 pounds	37	37
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	562	552
b) second trimester of pregnancy	280	285
c) third trimester of pregnancy or never	158	163
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	45%	46%
b) 1 or more risks	55%	54%
c) 2 or more risks	23%	22%
d) 3 or more risks	9%	8%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	19	21

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	83%	—
b) 23- to 24-year-olds	84%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	14%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▪ See technical note on page 249.

■ See technical note on page 251.
▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	6%	—
– Grade 8 (1990, 1992)	4%	6% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	8%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	29	39
– Mathematics	27	23
– Science	34	31
– Foreign languages	26	22
– Civics and government	10	8
– Economics	4	7
– Fine arts	4	3
– History	43	37

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10] Taiwan=41% Korea=37% Switzerland=33%	6%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	82%	80% ns
– work with measuring instruments or geometric solids at least once a week	—	13%

— Data not available
ns Interpret with caution. Change was not statistically significant.

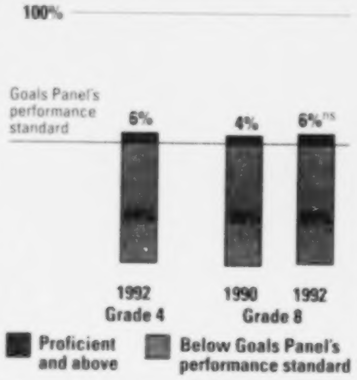
▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

DISTRICT OF COLUMBIA

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)

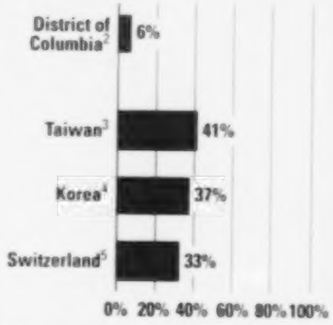


[1] A complete description of the performance standard can be found in Appendix B.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

DISTRICT OF COLUMBIA

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	46%	54%
– developing reasoning ability to solve unique problems	65%	71%
– communicating mathematics ideas	63%	66%
c) who have computers available in their mathematics classroom	18%	20% ns
d) who use calculators in mathematics class at least once a week	57%	61% ns

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	69%	81%
b) voting	56%	72%

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▨ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

DISTRICT OF COLUMBIA

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▨		
– alcohol	—	7%
– marijuana	—	8%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▨	—	16%
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	—	18%
– cocaine	1%	1%
b) Having five or more drinks in a row during the past 30 days	17%	16% ns

Direct Measures of the Goal: Schools Free of Violence and Crime

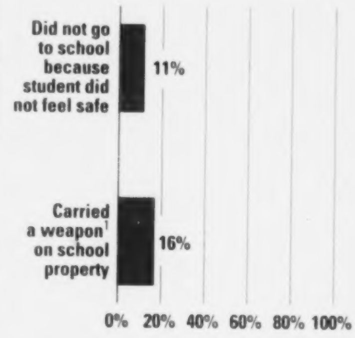
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	16%
b) Did not go to school because student did not feel safe	—	11%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	11%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	25%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▨	—	18%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

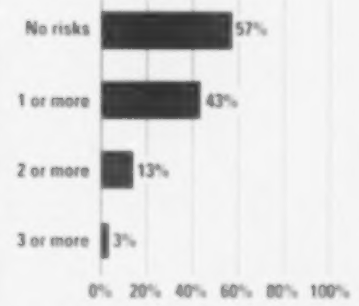
■ See technical note on page 251

▨ See technical note on page 252

FLORIDA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

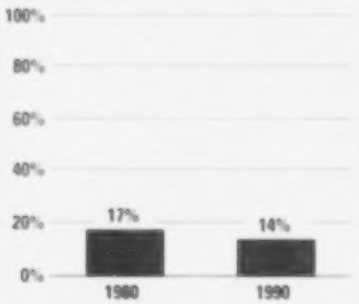


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991)[1]		
a) at or above 5.5 pounds	926	926
b) between 3.3 and 5.5 pounds	60	60
c) below 3.3 pounds	14	14
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	724	749
b) second trimester of pregnancy	205	193
c) third trimester of pregnancy or never	71	59
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991)[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	54%	57%
b) 1 or more risks	46%	43%
c) 2 or more risks	15%	13%
d) 3 or more risks	4%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	30	34

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	79%	—
b) 23- to 24-year-olds	82%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	14%	—

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

* See technical note on page 249

■ See technical note on page 251

▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

FLORIDA

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	14%	—
– Grade 8 (1990, 1992)	15%	18% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	18%	—

Direct Measure of the Goal: Advanced Placement Performance

• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	23	30
– Mathematics	12	14
– Science	10	12
– Foreign languages	10	11
– Civics and government	5	6
– Economics	2	3
– Fine arts	4	4
– History	16	17

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10] Taiwan=41% Korea=37% Switzerland=33%	18%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	48%	53% ns
– work with measuring instruments or geometric solids at least once a week	—	5%

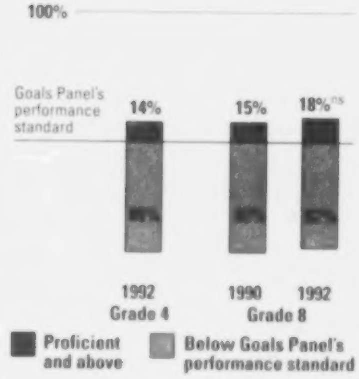
— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
■ See technical note on page 252

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)

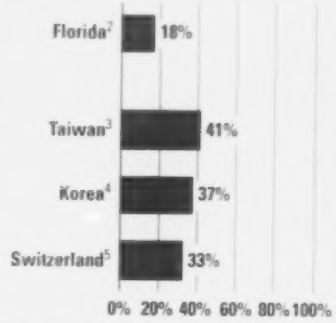


[1] A complete description of the performance standard can be found in Appendix B.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

- Percentage of public school 8th graders (1990, 1992):[11]

	Baseline	1994 Goals Report
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	42%	47% [ns]
– developing reasoning ability to solve unique problems	46%	52% [ns]
– communicating mathematics ideas	43%	52% [ns]
c) who have computers available in their mathematics classroom	19%	27% [ns]
d) who use calculators in mathematics class at least once a week	31%	50%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	81%	—
– Chemistry	97%	—
– Physics	97%	—
– Earth Science	72%	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	71%	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	3%	—
	Level 4	15%	—
	Level 3	33%	—
	Level 2	27%	—
	Level 1 (lowest)	22%	—
Document:	Level 5 (highest)	2%	—
	Level 4	14%	—
	Level 3	30%	—
	Level 2	31%	—
	Level 1 (lowest)	23%	—
Quantitative:	Level 5 (highest)	4%	—
	Level 4	17%	—
	Level 3	31%	—
	Level 2	27%	—
	Level 1 (lowest)	21%	—

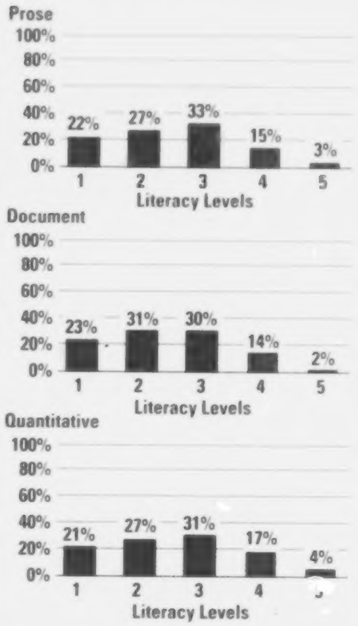
Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):[15]

	Baseline	1994 Goals Report
a) registered to vote	69%	69%
b) voting	59%	62% [ns]

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available
ns Interpret with caution. Change was not statistically significant.

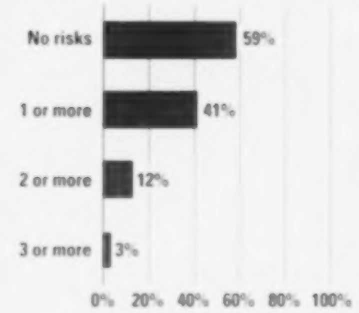
▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

GEORGIA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

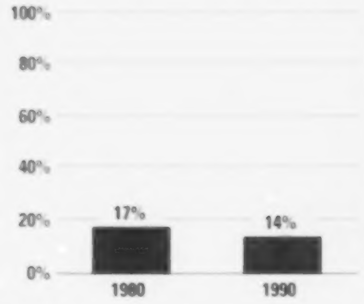


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
Number of births (per 1,000; 1990, 1991)[1]		
a) at or above 5.5 pounds	913	914
b) between 3.3 and 5.5 pounds	70	69
c) below 3.3 pounds	17	17
Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	731	745
b) second trimester of pregnancy	203	196
c) third trimester of pregnancy or never	66	59
Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	57%	59%
b) 1 or more risks	43%	41%
c) 2 or more risks	14%	12%
d) 3 or more risks	4%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	24	33

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	80%	—
b) 23- to 24-year-olds	82%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	14%	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7]		
– Grade 4 (1992)	16%	—
– Grade 8 (1990, 1992)	17%	16% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8]		
– Grade 4	22%	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	16	24
– Mathematics	8	12
– Science	6	11
– Foreign languages	1	3
– Civics and government	3	5
– Economics	<1	2
– Fine arts	1	2
– History	14	18
Goal 4: Teacher Education and Professional Development		
• No indicators for this new Goal have been identified yet; will be addressed in future Reports.		
Goal 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10] Taiwan=41% Korea=37% Switzerland=33%	16%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	56%	52% ns
– work with measuring instruments or geometric solids at least once a week	—	8%

— Data not available

ns Interpret with caution. Change was not statistically significant.

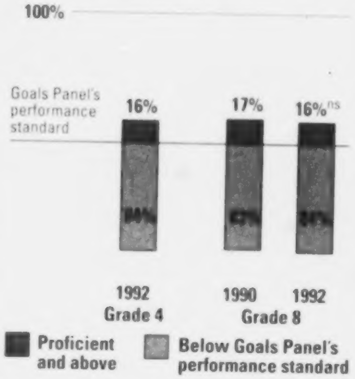
▲ See technical note on page 249

See technical note on page 249

GEORGIA

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



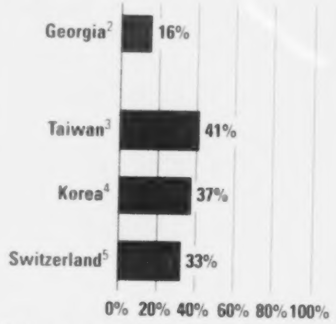
[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 2 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

■ See technical note on page 251

See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	47%	44% ^{ns}
– developing reasoning ability to solve unique problems	50%	54% ^{ns}
– communicating mathematics ideas	52%	54% ^{ns}
c) who have computers available in their mathematics classroom	28%	27% ^{ns}
d) who use calculators in mathematics class at least once a week	45%	52% ^{ns}

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	62%	63% ^{ns}
b) voting	50%	55%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

GEORGIA

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	6%
– marijuana	—	3%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	21%
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	9%	14%
– cocaine	1%	2% ns
b) Having five or more drinks in a row during the past 30 days	31%	25% ns

Direct Measures of the Goal: Schools Free of Violence and Crime

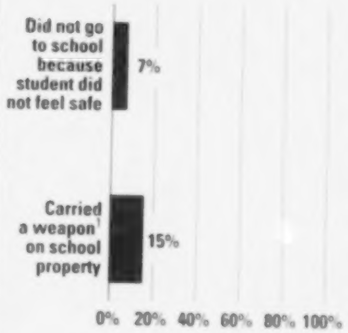
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	15%
b) Did not go to school because student did not feel safe	—	7%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	9%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	36%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	16%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

— Data not available
ns Interpret with caution. Change was not statistically significant

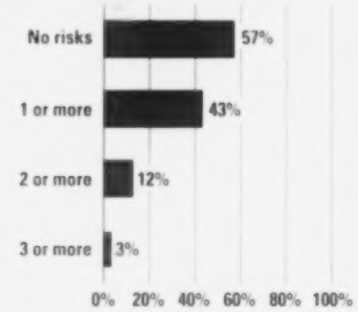
▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▪ See technical note on page 252.

HAWAII

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

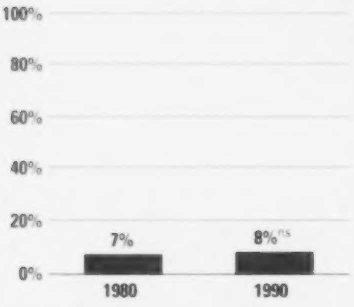


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	929	932
b) between 3.3 and 5.5 pounds	61	57
c) below 3.3 pounds	10	11
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	735	745
b) second trimester of pregnancy	206	198
c) third trimester of pregnancy or never	59	57
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	60%	57%
b) 1 or more risks	40%	43%
c) 2 or more risks	11%	12%
d) 3 or more risks	3%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	16	18

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	91%	—
b) 23- to 24-year-olds	93%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	8%	—

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

HAWAII

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	15%	—
– Grade 8 (1990, 1992)	14%	16% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	15%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	22	24
– Mathematics	19	20
– Science	16	21
– Foreign languages	2	2
– Civics and government	3	4
– Economics	5	3
– Fine arts	1	1
– History	18	18

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet, will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

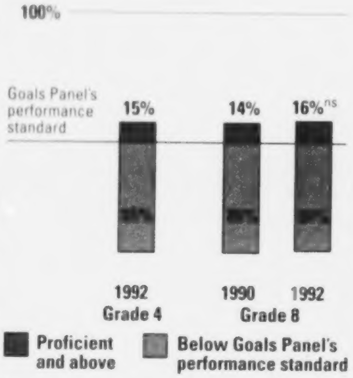
	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10] Taiwan=41% Korea=37% Switzerland=33%	16%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	34%	46%
– work with measuring instruments or geometric solids at least once a week	—	11%

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



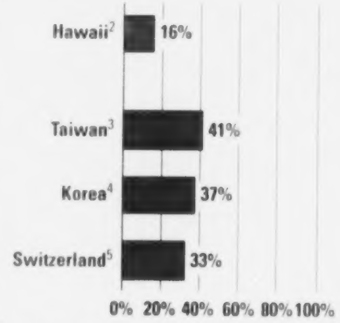
[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 2 percentage points

[3] Plus or minus 2 percentage points

[4] Plus or minus 2 percentage points

[5] Plus or minus 2 percentage points

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

□ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	29%	31% ns
– developing reasoning ability to solve unique problems	42%	35%
– communicating mathematics ideas	34%	36% ns
c) who have computers available in their mathematics classroom	10%	11% ns
d) who use calculators in mathematics class at least once a week	18%	42%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	81%
– Chemistry	—	86%
– Physics	—	86%
– Earth Science	—	82%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	—	74%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	66%	65% ns
b) voting	59%	59%

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

HAWAII

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ■		
– alcohol	—	6%
– marijuana	—	8%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ■	—	26%

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] ■		
a) Using the following at least once during the past 30 days:		
– marijuana	—	17%
– cocaine	—	3%
b) Having five or more drinks in a row during the past 30 days	—	23%

Direct Measures of the Goal: Schools Free of Violence and Crime

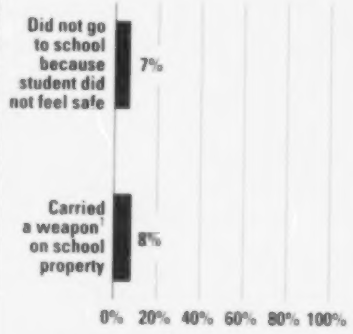
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ■		
a) Carried a weapon such as a gun, knife, or club on school property	—	8%
b) Did not go to school because student did not feel safe	—	7%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ■		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	7%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	29%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ■	—	14%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club.

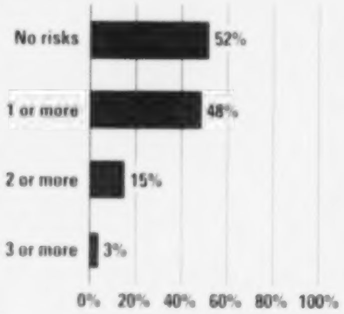
Source: Centers for Disease Control and Prevention, 1994

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
■ See technical note on page 252.

IDAHO

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

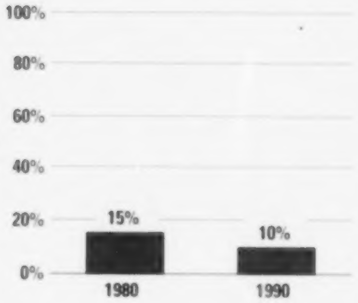


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	943	942
b) between 3.3 and 5.5 pounds	48	50
c) below 3.3 pounds	8	8
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	742	742
b) second trimester of pregnancy	199	203
c) third trimester of pregnancy or never	59	55
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	51%	52% ns
b) 1 or more risks	49%	48% ns
c) 2 or more risks	16%	15%
d) 3 or more risks	4%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	56	57

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	86%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	10%	—

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	16%	—
– Grade 8 (1990, 1992)	23%	27% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	24%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	11	11
– Mathematics	6	7
– Science	5	7
– Foreign languages	<1	1
– Civics and government	2	3
– Economics	<1	<1
– Fine arts	<1	<1
– History	4	5

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

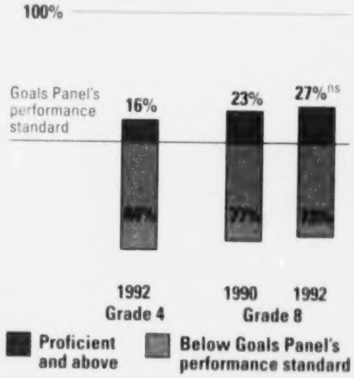
	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	27%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	55%	61% ns
– work with measuring instruments or geometric solids at least once a week	—	12%

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



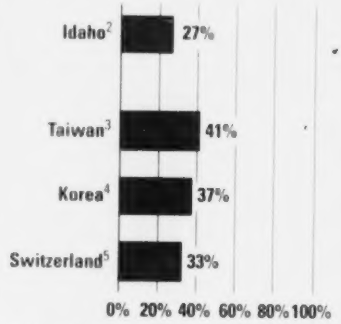
[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 2 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

■ See technical note on page 252

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Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	56%	54%[ns]
– developing reasoning ability to solve unique problems	39%	50%
– communicating mathematics ideas	41%	39%[ns]
c) who have computers available in their mathematics classroom	11%	15%[ns]
d) who use calculators in mathematics class at least once a week	47%	73%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	96%	98%
– Chemistry	82%	78%
– Physics	60%	76%
– Earth Science	89%	95%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	96%	95%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	72%	74%[ns]
b) voting	66%	69%[ns]

— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
* See technical note on page 249

■ See technical note on page 251
▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▨		
– alcohol	—	8%
– marijuana	—	5%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▨	—	24%

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1991, 1993):[18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	10%	13% ns
– cocaine	2%	3% ns
b) Having five or more drinks in a row during the past 30 days	30%	31% ns

Direct Measures of the Goal: Schools Free of Violence and Crime

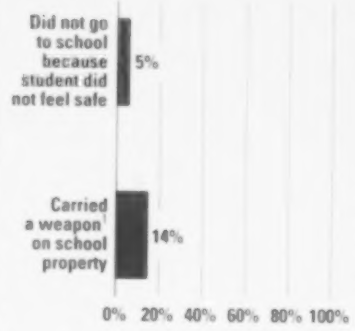
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	14%
b) Did not go to school because student did not feel safe	—	5%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	8%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	34%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▨	—	17%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▨ See technical note on page 252

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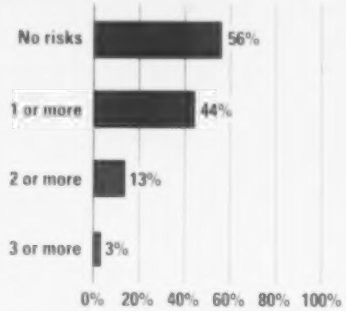
ILLINOIS

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

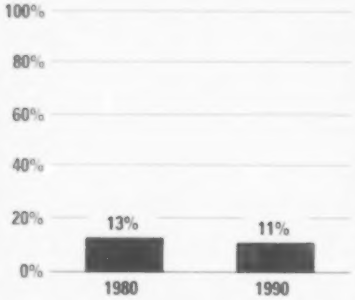


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	924	922
b) between 3.3 and 5.5 pounds	61	64
c) below 3.3 pounds	14	14
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	778	775
b) second trimester of pregnancy	169	172
c) third trimester of pregnancy or never	53	53
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	55%	56%
b) 1 or more risks	45%	44%
c) 2 or more risks	14%	13%
d) 3 or more risks	4%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	53	47

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	86%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▨ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

ILLINOIS

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	—	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	14	19
– Mathematics	12	16
– Science	12	16
– Foreign languages	5	6
– Civics and government	3	3
– Economics	2	3
– Fine arts	1	1
– History	12	14

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	—	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	95%
– Chemistry	—	95%
– Physics	—	96%
– Earth Science	—	95%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	—	96%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

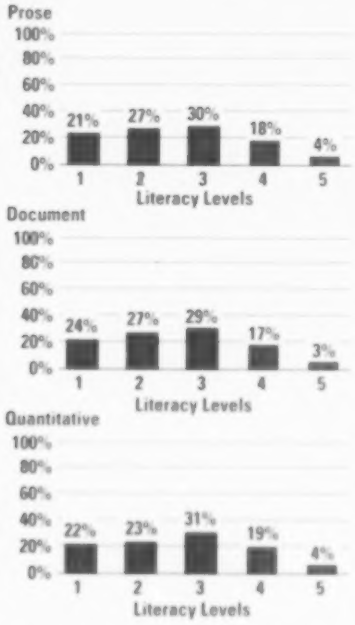
		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	4%	—
	Level 4	18%	—
	Level 3	30%	—
	Level 2	27%	—
	Level 1 (lowest)	21%	—
Document:	Level 5 (highest)	3%	—
	Level 4	17%	—
	Level 3	29%	—
	Level 2	27%	—
	Level 1 (lowest)	24%	—
Quantitative:	Level 5 (highest)	4%	—
	Level 4	19%	—
	Level 3	31%	—
	Level 2	23%	—
	Level 1 (lowest)	22%	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	73%	77%
b) voting	64%	69%

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

— Data not available
ns Interpret with caution. Change was not statistically significant
▲ See technical note on page 249
■ See technical note on page 249
■ See technical note on page 251
■ See technical note on page 252

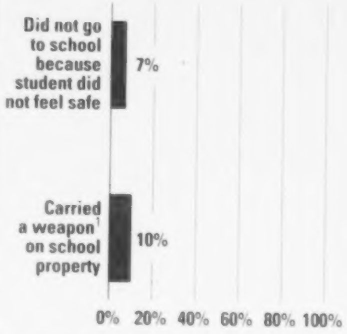
	Baseline	1994 Goals Report
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): [16] ▨		
– alcohol	—	5%
– marijuana	—	4%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) [17] ▨	—	19%
Overall		
• Percentage of public high school students who reported (1990, 1993): [18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	—	14%
– cocaine	—	2%
b) Having five or more drinks in a row during the past 30 days	—	28%
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): [19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	10%
b) Did not go to school because student did not feel safe	—	7%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993): [20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	8%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	32%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) [21] ▨	—	18%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▨ See technical note on page 252

INDIANA

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	934	933
b) between 3.3 and 5.5 pounds	54	55
c) below 3.3 pounds	12	12
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	779	772
b) second trimester of pregnancy	165	172
c) third trimester of pregnancy or never	56	57
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	30	38

Goal 2: School Completion

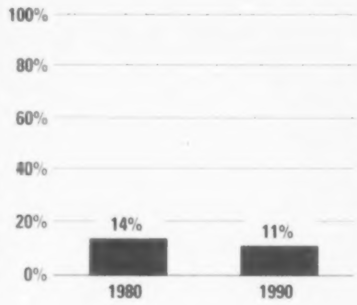
Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	86%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	11%	—

High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

INDIANA

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	16%	—
– Grade 8 (1990, 1992)	21%	24% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	27%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	5	11
– Mathematics	6	10
– Science	5	8
– Foreign languages	1	1
– Civics and government	1	1
– Economics	1	2
– Fine arts	<1	<1
– History	3	3

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10] Taiwan=41% Korea=37% Switzerland=33%	24%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

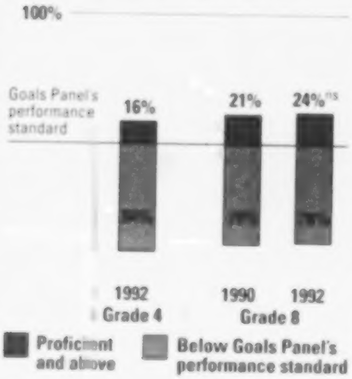
	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	39%	38% ns
– work with measuring instruments or geometric solids at least once a week	—	5%

— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

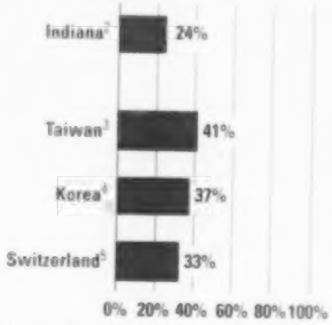
Mathematics Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] A complete description of the performance standard can be found in Appendix B.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics
Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	45%	44% ns
– developing reasoning ability to solve unique problems	35%	45%
– communicating mathematics ideas	35%	34% ns
c) who have computers available in their mathematics classroom	14%	15% ns
d) who use calculators in mathematics class at least once a week	25%	39%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	96%	96%
– Chemistry	94%	96%
– Physics	85%	85%
– Earth Science	65%	74%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	96%	96%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

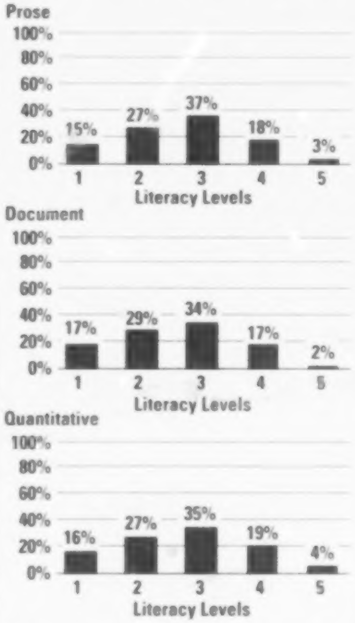
		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	3%	—
	Level 4	18%	—
	Level 3	37%	—
	Level 2	27%	—
	Level 1 (lowest)	15%	—
Document:	Level 5 (highest)	2%	—
	Level 4	17%	—
	Level 3	34%	—
	Level 2	29%	—
	Level 1 (lowest)	17%	—
Quantitative:	Level 5 (highest)	4%	—
	Level 4	19%	—
	Level 3	35%	—
	Level 2	27%	—
	Level 1 (lowest)	16%	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	69%	68% ns
b) voting	61%	63% ns

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] □		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] □	—	—

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] □		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] □		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] □		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] □	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available
ns Interpret with caution. Change was not statistically significant

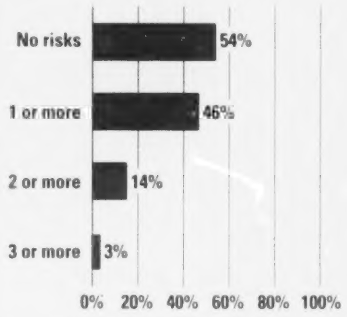
▲ See technical note on page 249
□ See technical note on page 249

■ See technical note on page 251
□ See technical note on page 252

IOWA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

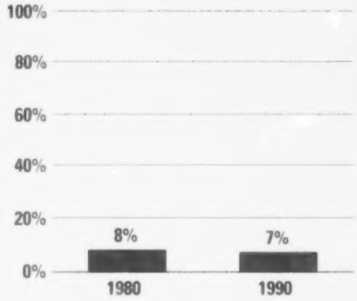


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	946	943
b) between 3.3 and 5.5 pounds	45	48
c) below 3.3 pounds	9	9
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	848	856
b) second trimester of pregnancy	128	120
c) third trimester of pregnancy or never	23	24

- Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲
  - late (in third trimester) or no prenatal care
  - low maternal weight gain (less than 21 pounds)
  - three or more older siblings
  - mother smoked during pregnancy
  - mother drank alcohol during pregnancy
  - closely spaced birth (within 18 months of previous birth)

	Baseline	1994 Goals Report
a) no risks	53%	54%
b) 1 or more risks	47%	46%
c) 2 or more risks	15%	14%
d) 3 or more risks	3%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	45	46

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	93%	—
b) 23- to 24-year-olds	92%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	7%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼

	Baseline	1994 Goals Report
– Grade 4 (1992)	27%	—
– Grade 8 (1990, 1992)	30%	37%

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼

	Baseline	1994 Goals Report
– Grade 4	32%	—

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]

	Baseline	1994 Goals Report
– English	8	11
– Mathematics	3	5
– Science	2	3
– Foreign languages	<1	1
– Civics and government	1	2
– Economics	1	1
– Fine arts	<1	<1
– History	3	4

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]

	Baseline	1994 Goals Report
Taiwan=41% Korea=37% Switzerland=33%	37%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992): [11]

	Baseline	1994 Goals Report
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	48%	50% ns
– work with measuring instruments or geometric solids at least once a week	—	8%

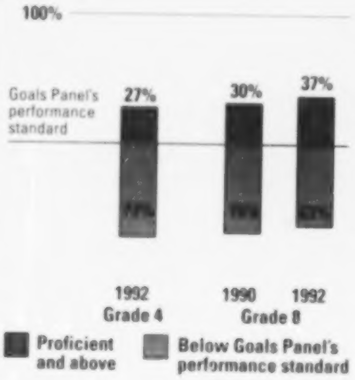
— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
■ See technical note on page 252

IOWA

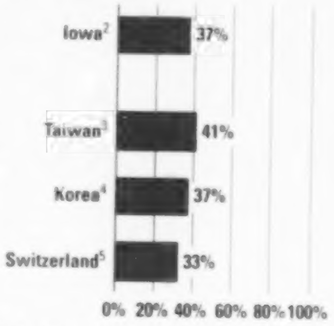
Mathematics Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] A complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics
Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

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Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	49%	55% ns
– developing reasoning ability to solve unique problems	38%	47% ns
– communicating mathematics ideas	28%	39%
c) who have computers available in their mathematics classroom	23%	20% ns
d) who use calculators in mathematics class at least once a week	56%	68% ns

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

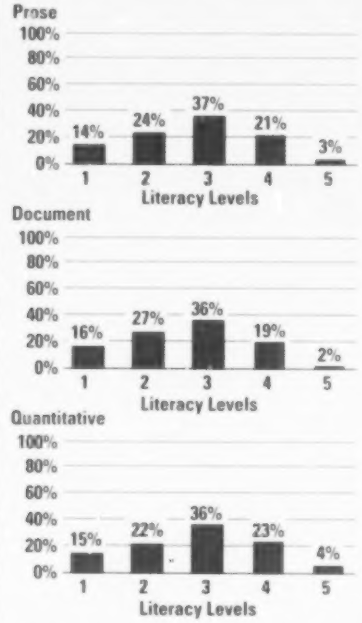
		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	3%	—
	Level 4	21%	—
	Level 3	37%	—
	Level 2	24%	—
	Level 1 (lowest)	14%	—
Document:	Level 5 (highest)	2%	—
	Level 4	19%	—
	Level 3	36%	—
	Level 2	27%	—
	Level 1 (lowest)	16%	—
Quantitative:	Level 5 (highest)	4%	—
	Level 4	23%	—
	Level 3	36%	—
	Level 2	22%	—
	Level 1 (lowest)	15%	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	73%	79%
b) voting	64%	72%

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
● See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

IOWA

	Baseline	1994 Goals Report
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] □		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] □	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] □		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] □		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] □		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] □	—	—
Goal 8: Parental Participation		
• No indicators for this new Goal have been identified yet; will be addressed in future Reports.		

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

□ See technical note on page 249

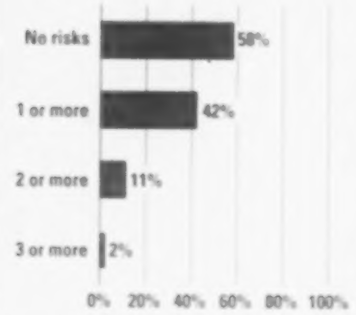
■ See technical note on page 251

□ See technical note on page 252

KANSAS

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

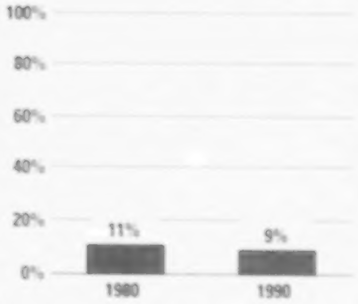


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school
[2] Includes traditional high school diploma and alternative credential

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	938	938
b) between 3.3 and 5.5 pounds	52	51
c) below 3.3 pounds	10	11
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	807	820
b) second trimester of pregnancy	154	143
c) third trimester of pregnancy or never	39	37
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	58%	58%
b) 1 or more risks	42%	42%
c) 2 or more risks	12%	11%
d) 3 or more risks	3%	2%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	33	42

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	89%	—
b) 23- to 24-year-olds	89%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	9%	—

— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
● See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[7] ▼		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ▼		
– Grade 4	—	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994):[9]		
– English	8	10
– Mathematics	4	4
– Science	2	2
– Foreign languages	1	1
– Civics and government	2	2
– Economics	<1	1
– Fine arts	<1	<1
– History	4	4

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[10]		
Taiwan=41% Korea=37% Switzerland=33%	—	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
■ See technical note on page 252.

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Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	—	—
Goal 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]		
Prose: Level 5 (highest)	—	—
Level 4	—	—
Level 3	—	—
Level 2	—	—
Level 1 (lowest)	—	—
Document: Level 5 (highest)	—	—
Level 4	—	—
Level 3	—	—
Level 2	—	—
Level 1 (lowest)	—	—
Quantitative: Level 5 (highest)	—	—
Level 4	—	—
Level 3	—	—
Level 2	—	—
Level 1 (lowest)	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	69%	78%
b) voting	62%	73%

— Data not available
ns Interpret with caution. Change was not statistically significant
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] □		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] □	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] □		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] □		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] □		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] □	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available.
ns Interpret with caution. Change was not statistically significant.

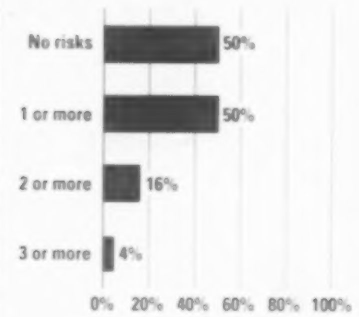
▲ See technical note on page 249
* See technical note on page 249

■ See technical note on page 251
□ See technical note on page 252

KENTUCKY

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

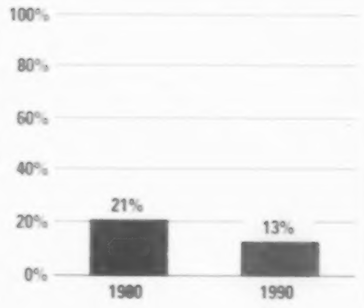


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school

[2] Includes traditional high school diploma and alternative credential

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	929	928
b) between 3.3 and 5.5 pounds	59	59
c) below 3.3 pounds	12	12
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	777	784
b) second trimester of pregnancy	175	170
c) third trimester of pregnancy or never	48	46
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	49%	50%
b) 1 or more risks	51%	50%
c) 2 or more risks	17%	16%
d) 3 or more risks	4%	4%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	68	83

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	82%	—
b) 23- to 24-year-olds	81%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	13%	—

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

■ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	13%	—
– Grade 8 (1990, 1992)	14%	17% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	19%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	10	14
– Mathematics	5	6
– Science	4	5
– Foreign languages	1	2
– Civics and government	1	1
– Economics	<1	<1
– Fine arts	<1	1
– History	8	9

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10] Taiwan=41% Korea=37% Switzerland=33%	17%	—

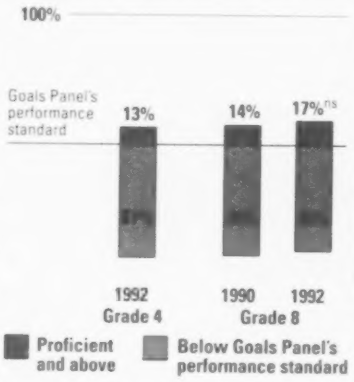
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	42%	52% ns
– work with measuring instruments or geometric solids at least once a week	—	6%

KENTUCKY

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



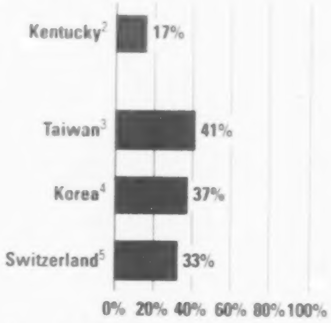
[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 2 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	46%	50% ns
– developing reasoning ability to solve unique problems	44%	53% ns
– communicating mathematics ideas	44%	45% ns
c) who have computers available in their mathematics classroom	15%	13% ns
d) who use calculators in mathematics class at least once a week	31%	73%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	98%	97%
– Chemistry	98%	99%
– Physics	84%	83%
– Earth Science	45%	48%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	99%	98%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

		Baseline	1994 Goals Report
• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	63%	65% ns
b) voting	50%	58%

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249
△ See technical note on page 249
■ See technical note on page 251
□ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▫		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▫	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▫		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▫		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▫		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▫	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▪ See technical note on page 249

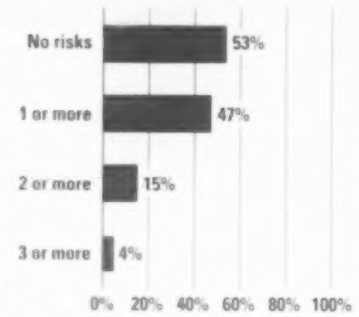
■ See technical note on page 251

▫ See technical note on page 252

LOUISIANA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

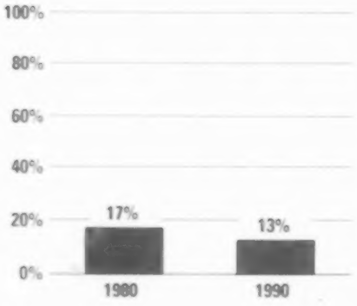


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	908	906
b) between 3.3 and 5.5 pounds	75	76
c) below 3.3 pounds	17	18
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	745	750
b) second trimester of pregnancy	195	187
c) third trimester of pregnancy or never	59	63
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	52%	53%
b) 1 or more risks	48%	47%
c) 2 or more risks	16%	15%
d) 3 or more risks	4%	4%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	32	40

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	81%	—
b) 23- to 24-year-olds	79%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	13%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	8%	—
– Grade 8 (1990, 1992)	8%	10% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	13%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	7	8
– Mathematics	3	4
– Science	2	3
– Foreign languages	1	1
– Civics and government	1	1
– Economics	<1	<1
– Fine arts	<1	<1
– History	4	5

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	10%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

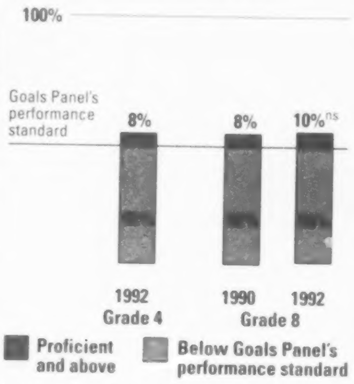
	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	45%	51% ns
– work with measuring instruments or geometric solids at least once a week	—	3%

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)

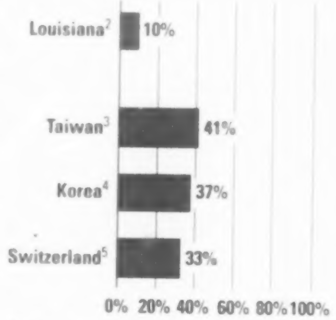


[1] A complete description of the performance standard can be found in Appendix B.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

■ See technical note on page 251.
■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

- Percentage of public school 8th graders (1990, 1992):[11]

	Baseline	1994 Goals Report
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	59%	72%
– developing reasoning ability to solve unique problems	38%	47% ns
– communicating mathematics ideas	40%	48% ns
c) who have computers available in their mathematics classroom	11%	12% ns
d) who use calculators in mathematics class at least once a week	19%	38%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	86%
– Chemistry	—	85%
– Physics	—	69%
– Earth Science	—	60%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	—	92%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	2%	—
	Level 4	13%	—
	Level 3	31%	—
	Level 2	31%	—
	Level 1 (lowest)	24%	—
Document:	Level 5 (highest)	1%	—
	Level 4	11%	—
	Level 3	30%	—
	Level 2	32%	—
	Level 1 (lowest)	26%	—
Quantitative:	Level 5 (highest)	3%	—
	Level 4	13%	—
	Level 3	29%	—
	Level 2	28%	—
	Level 1 (lowest)	26%	—

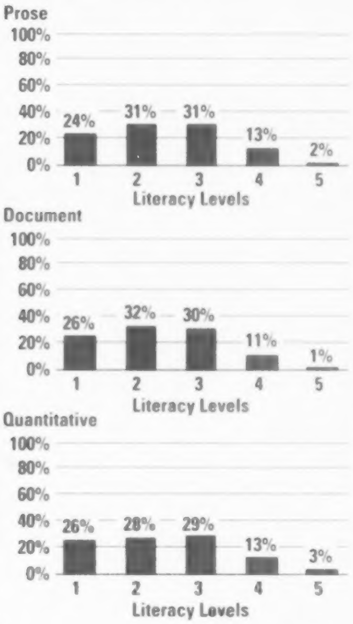
Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):[15]

	Baseline	1994 Goals Report
a) registered to vote	76%	79% ns
b) voting	66%	70% ns

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

See technical note on page 249

■ See technical note on page 251

See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] □		
– alcohol	—	8%
– marijuana	—	5%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] □	—	22%
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] □		
a) Using the following at least once during the past 30 days:		
– marijuana	—	14%
– cocaine	—	3%
b) Having five or more drinks in a row during the past 30 days	—	32%

Direct Measures of the Goal: Schools Free of Violence and Crime

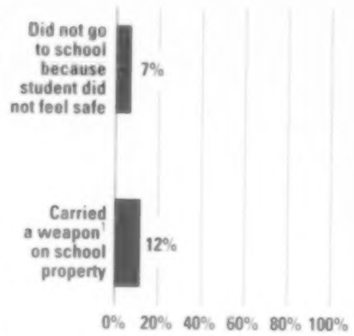
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] □		
a) Carried a weapon such as a gun, knife, or club on school property	—	12%
b) Did not go to school because student did not feel safe	—	7%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] □		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	10%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	35%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] □	—	16%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

— Data not available
ns Interpret with caution. Change was not statistically significant.

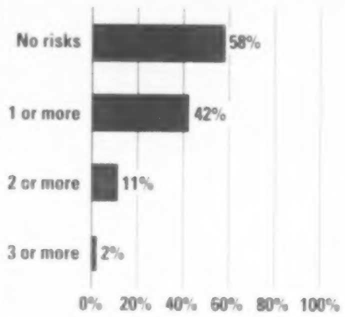
▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
□ See technical note on page 252.

MAINE

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

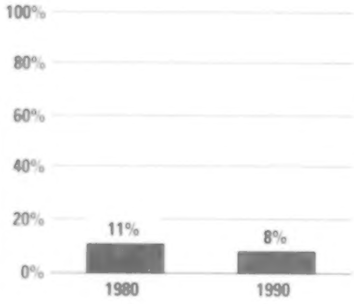


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school

[2] Includes traditional high school diploma and alternative credential

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	949	946
b) between 3.3 and 5.5 pounds	43	46
c) below 3.3 pounds	9	8
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	850	850
b) second trimester of pregnancy	125	118
c) third trimester of pregnancy or never	25	33
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	58%	58%
b) 1 or more risks	42%	42%
c) 2 or more risks	12%	11%
d) 3 or more risks	2%	2%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	54	52

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	90%	—
b) 23- to 24-year-olds	89%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	8%	—

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

■ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	28%	—
– Grade 8 (1992)	31%	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	31%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	15	20
– Mathematics	5	8
– Science	6	9
– Foreign languages	2	1
– Civics and government	1	1
– Economics	1	2
– Fine arts	1	1
– History	7	11

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10] Taiwan=41% Korea=37% Switzerland=33%	31%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	69%	—
– work with measuring instruments or geometric solids at least once a week	13%	—

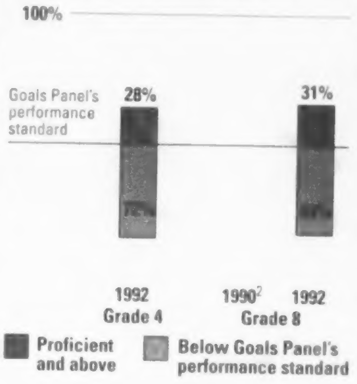
— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

MAINE

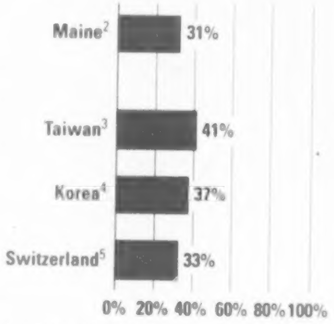
Mathematics Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] A complete description of the performance standard can be found in Appendix B.
[2] Data not available.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics
Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 4 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

MAINE

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	46%	—
– developing reasoning ability to solve unique problems	50%	—
– communicating mathematics ideas	34%	—
c) who have computers available in their mathematics classroom	19%	—
d) who use calculators in mathematics class at least once a week	79%	—

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	82%	86%
b) voting	67%	75%

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▨ See technical note on page 252

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Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): [16] ▫		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) [17] ▫	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993): [18] ▫		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): [19] ▫		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993): [20] ▫		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) [21] ▫	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

—	Data not available
ns	Interpret with caution. Change was not statistically significant
▲	See technical note on page 249
▼	See technical note on page 249
■	See technical note on page 251
▫	See technical note on page 252

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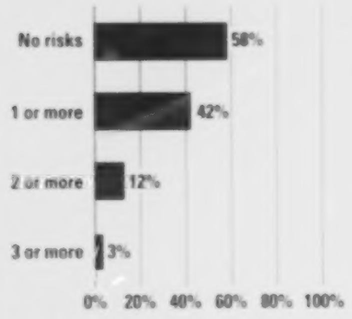
MARYLAND

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

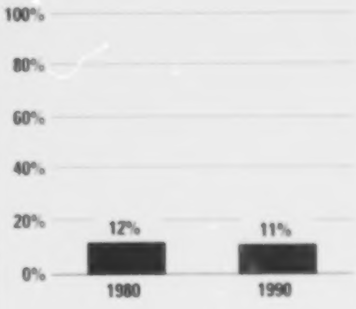


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of births (per 1,000; 1990, 1991):[1]

	Baseline	1994 Goals Report
a) at or above 5.5 pounds	922	919
b) between 3.3 and 5.5 pounds	62	64
c) below 3.3 pounds	16	17

- Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]

	Baseline	1994 Goals Report
a) first trimester of pregnancy	835	840
b) second trimester of pregnancy	127	123
c) third trimester of pregnancy or never	39	37

- Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲
  - late (in third trimester) or no prenatal care
  - low maternal weight gain (less than 21 pounds)
  - three or more older siblings
  - mother smoked during pregnancy
  - mother drank alcohol during pregnancy
  - closely spaced birth (within 18 months of previous birth)

	Baseline	1994 Goals Report
a) no risks	61%	58%
b) 1 or more risks	39%	42%
c) 2 or more risks	11%	12%
d) 3 or more risks	3%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	34	35

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

- Percentage of all adults with a high school credential (1990):[5]

	Baseline	1994 Goals Report
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	87%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
■ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼

	Baseline	1994 Goals Report
– Grade 4 (1992)	19%	—
– Grade 8 (1990, 1992)	20%	24% ns

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼

	Baseline	1994 Goals Report
– Grade 4	21%	—

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]

	Baseline	1994 Goals Report
– English	22	28
– Mathematics	15	19
– Science	15	20
– Foreign languages	8	8
– Civics and government	4	5
– Economics	1	2
– Fine arts	2	2
– History	22	25

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]

	Baseline	1994 Goals Report
Taiwan=41% Korea=37% Switzerland=33%	24%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992): [11]

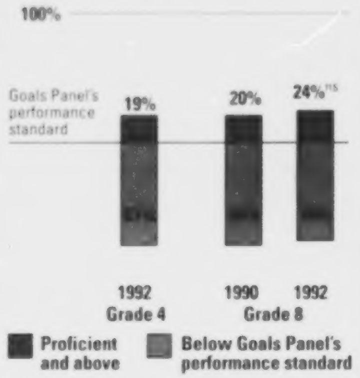
a) whose teachers report that they do these activities in mathematics class:

	Baseline	1994 Goals Report
– work in small groups at least once a week	56%	57% ns
– work with measuring instruments or geometric solids at least once a week	—	6%

MARYLAND

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



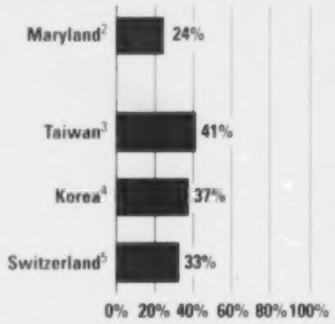
[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 3 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

■ See technical note on page 252.

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Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	51%	51%
– developing reasoning ability to solve unique problems	53%	51% ns
– communicating mathematics ideas	48%	46% ns
c) who have computers available in their mathematics classroom	16%	19%
d) who use calculators in mathematics class at least once a week	37%	61%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	67%	76%
b) voting	57%	70%

— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): [16] ■		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) [17] ■	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993): [18] ■		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): [19] ■		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993): [20] ■		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) [21] ■	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
■ See technical note on page 252.

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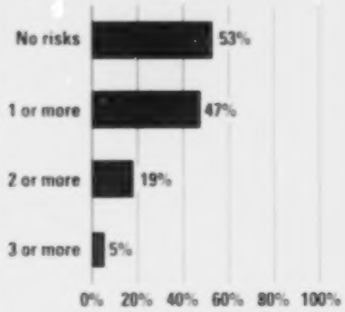
MASSACHUSETTS

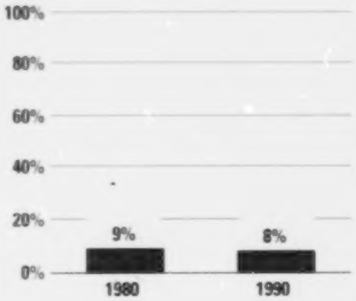
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1991)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	941	941
b) between 3.3 and 5.5 pounds	48	48
c) below 3.3 pounds	11	11
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	843	858
b) second trimester of pregnancy	129	118
c) third trimester of pregnancy or never	28	25
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	51%	53%
b) 1 or more risks	49%	47%
c) 2 or more risks	20%	19%
d) 3 or more risks	5%	5%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	50	53

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	90%	—
b) 23- to 24-year-olds	89%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	8%	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[7] ▼		
– Grade 4 (1992)	24%	—
– Grade 8 (1992)	28%	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ▼		
– Grade 4	32%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994):[9]		
– English	21	27
– Mathematics	16	20
– Science	14	20
– Foreign languages	9	11
– Civics and government	1	2
– Economics	2	2
– Fine arts	2	2
– History	17	22

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[10]		
Taiwan=41% Korea=37% Switzerland=33%	28%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1992):[11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	44%	—
– work with measuring instruments or geometric solids at least once a week	7%	—

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

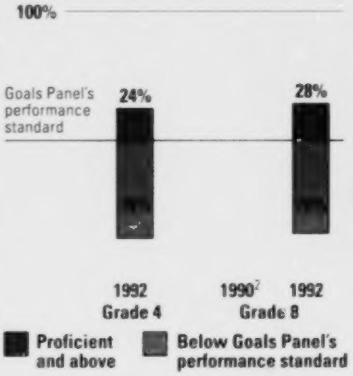
■ See technical note on page 251.

■ See technical note on page 252.

MASSACHUSETTS

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



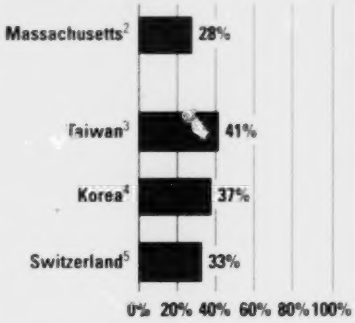
[1] A complete description of the performance standard can be found in Appendix B.

[2] Data not available.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 3 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1992)[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	47%	—
– developing reasoning ability to solve unique problems	48%	—
– communicating mathematics ideas	44%	—
c) who have computers available in their mathematics classroom	19%	—
d) who use calculators in mathematics class at least once a week	35%	—

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993)[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992)[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992)[15]		
a) registered to vote	74%	77%
b) voting	67%	70%

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

MASSACHUSETTS

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▨		
– alcohol	—	5%
– marijuana	—	7%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▨	—	31%
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	17%	20% ns
– cocaine	2%	3% ns
b) Having five or more drinks in a row during the past 30 days	38%	28%

Direct Measures of the Goal: Schools Free of Violence and Crime

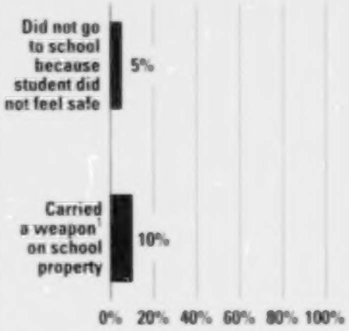
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	10%
b) Did not go to school because student did not feel safe	—	5%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	9%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	28%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▨	—	15%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

— Data not available.
ns Interpret with caution. Change was not statistically significant.

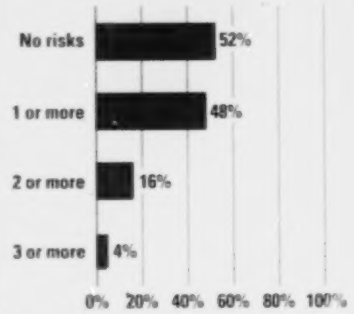
▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▨ See technical note on page 252.

MICHIGAN

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

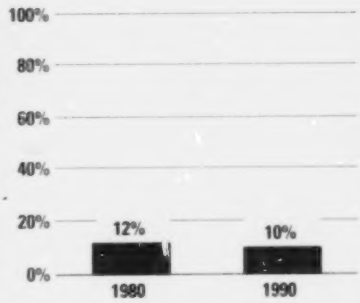


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	924	922
b) between 3.3 and 5.5 pounds	60	63
c) below 3.3 pounds	15	15
• Number of mothers (per 1,000, 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	794	798
b) second trimester of pregnancy	165	163
c) third trimester of pregnancy or never	41	40
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	53%	52%
b) 1 or more risks	47%	48%
c) 2 or more risks	15%	16% ns
d) 3 or more risks	4%	4%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	34	38

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	88%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	10%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▨ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

MICHIGAN

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	19%	—
– Grade 8 (1990, 1992)	20%	23% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	23%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	14	18
– Mathematics	9	11
– Science	7	12
– Foreign languages	2	3
– Civics and government	2	3
– Economics	<1	1
– Fine arts	1	1
– History	7	8

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

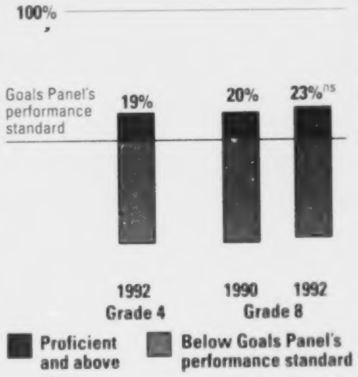
	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	23%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	44%	56%
– work with measuring instruments or geometric solids at least once a week	—	16%

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



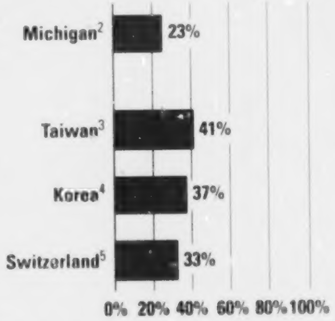
[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 3 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

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Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	47%	47%
– developing reasoning ability to solve unique problems	43%	52%[ns]
– communicating mathematics ideas	35%	44%[ns]
c) who have computers available in their mathematics classroom	20%	13%[ns]
d) who use calculators in mathematics class at least once a week	40%	76%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

		Baseline	1994 Goals Report
• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	74%	77%
b) voting	61%	68%

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

	Baseline	1994 Goals Report
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

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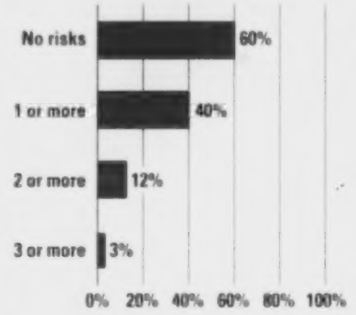
MINNESOTA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

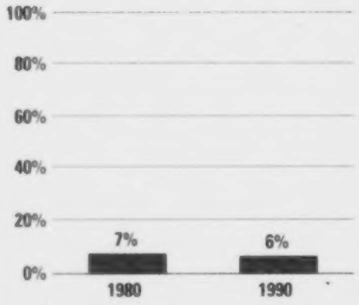


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	949	947
b) between 3.3 and 5.5 pounds	41	44
c) below 3.3 pounds	9	10
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	812	808
b) second trimester of pregnancy	152	154
c) third trimester of pregnancy or never	36	38
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	62%	60%
b) 1 or more risks	38%	40%
c) 2 or more risks	12%	12%
d) 3 or more risks	3%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	42	47

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	92%	—
b) 23- to 24-year-olds	93%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	6%	—

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

MINNESOTA

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	27%	—
– Grade 8 (1990, 1992)	29%	37%
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	28%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	7	12
– Mathematics	5	9
– Science	2	4
– Foreign languages	1	2
– Civics and government	2	2
– Economics	1	2
– Fine arts	<1	<1
– History	5	7

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

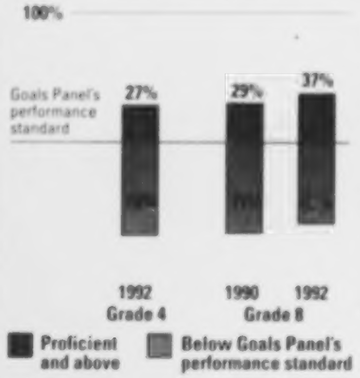
Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10] Taiwan=41% Korea=37% Switzerland=33%	37%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	43%	51% ns
– work with measuring instruments or geometric solids at least once a week	—	9%

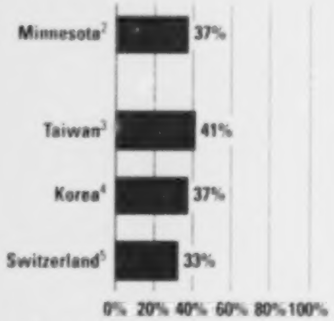
Mathematics Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] A complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics
Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
■ See technical note on page 252

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MINNESOTA

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	50%	54% ns
– developing reasoning ability to solve unique problems	36%	46%
– communicating mathematics ideas	29%	31% ns
c) who have computers available in their mathematics classroom	23%	19% ns
d) who use calculators in mathematics class at least once a week	56%	77%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	98%	96%
– Chemistry	88%	86%
– Physics	89%	88%
– Earth Science	77%	76%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	98%	97%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	79%	88%
b) voting	71%	76%

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	—

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

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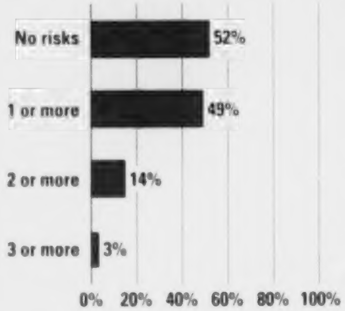
Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

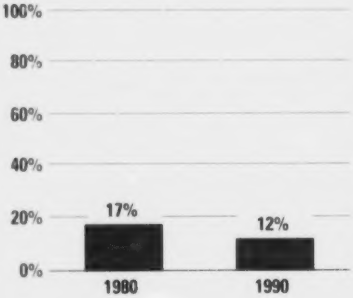


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	904	903
b) between 3.3 and 5.5 pounds	79	80
c) below 3.3 pounds	17	17
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	745	738
b) second trimester of pregnancy	207	213
c) third trimester of pregnancy or never	48	49
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	51%	52% ns
b) 1 or more risks	49%	49%
c) 2 or more risks	15%	14%
d) 3 or more risks	4%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	46	44

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	83%	—
b) 23- to 24-year-olds	80%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	12%	—

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

MISSISSIPPI

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	7%	—
– Grade 8 (1992)	8%	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	12%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	8	10
– Mathematics	2	3
– Science	2	2
– Foreign languages	<1	<1
– Civics and government	1	2
– Economics	0	<1
– Fine arts	<1	1
– History	4	4

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

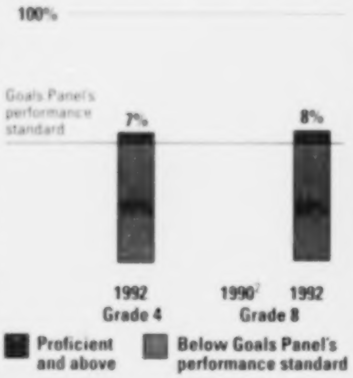
	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	8%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	40%	—
– work with measuring instruments or geometric solids at least once a week	10%	—

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



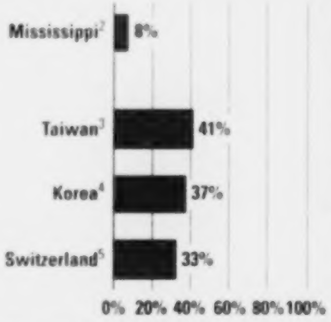
[1] A complete description of the performance standard can be found in Appendix B.

[2] Data not available.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 2 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

■ See technical note on page 252.

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Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	44%	—
– developing reasoning ability to solve unique problems	56%	—
– communicating mathematics ideas	58%	—
c) who have computers available in their mathematics classroom	10%	—
d) who use calculators in mathematics class at least once a week	25%	—

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	80%	79%
– Chemistry	75%	68%
– Physics	50%	53%
– Earth Science	86%	56%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	90%	91%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

		Baseline	1994 Goals Report
• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	78%	80% ns
b) voting	63%	67% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

MISSISSIPPI

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): [16] ▨		
– alcohol	—	6%
– marijuana	—	2%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) [17] ▨	—	16%

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993): [18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	11%	9% ns
– cocaine	2%	1%
b) Having five or more drinks in a row during the past 30 days	37%	27%

Direct Measures of the Goal: Schools Free of Violence and Crime

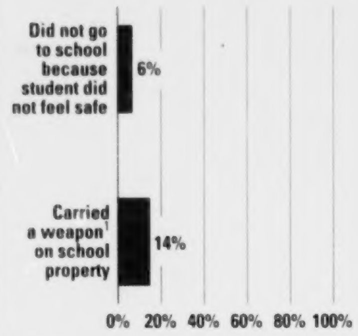
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): [19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	14%
b) Did not go to school because student did not feel safe	—	6%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993): [20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	8%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	38%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) [21] ▨	—	17%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▨ See technical note on page 252.

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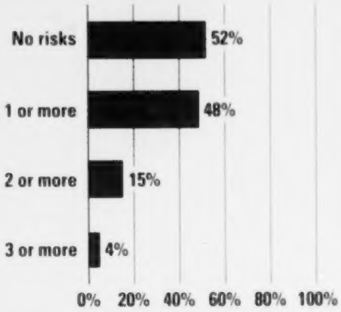
Children's Health Index.

Percentage of infants born in the state with 1 or more health risks[1] (1991)

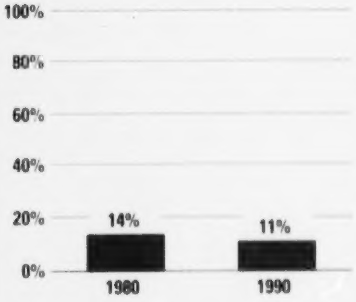


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	929	925
b) between 3.3 and 5.5 pounds	59	62
c) below 3.3 pounds	12	13
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	785	791
b) second trimester of pregnancy	167	164
c) third trimester of pregnancy or never	48	45
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	52%	52%
b) 1 or more risks	48%	48%
c) 2 or more risks	16%	15%
d) 3 or more risks	4%	4%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	18	28

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	85%	—
b) 23- to 24-year-olds	86%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	19%	—
– Grade 8 (1992)	24%	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	26%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	7	10
– Mathematics	4	6
– Science	3	6
– Foreign languages	1	2
– Civics and government	1	1
– Economics	<1	1
– Fine arts	<1	<1
– History	6	7

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	24%	—

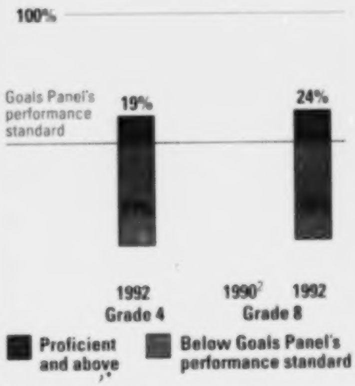
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	40%	—
– work with measuring instruments or geometric solids at least once a week	8%	—

MISSOURI

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)

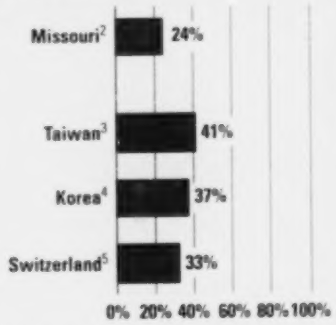


[1] A complete description of the performance standard can be found in Appendix B.
[2] Data not available.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251.

▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

- Percentage of public school 8th graders (1992):[11]

	Baseline	1994 Goals Report
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	43%	—
– developing reasoning ability to solve unique problems	42%	—
– communicating mathematics ideas	34%	—
c) who have computers available in their mathematics classroom	19%	—
d) who use calculators in mathematics class at least once a week	78%	—

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	96%	96%
– Chemistry	93%	96%
– Physics	74%	81%
– Earth Science	65%	68%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	99%	99%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):[15]

	Baseline	1994 Goals Report
a) registered to vote	76%	75% ns
b) voting	66%	67% ns

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▨		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▨	—	—

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▨	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available
ns Interpret with caution. Change was not statistically significant

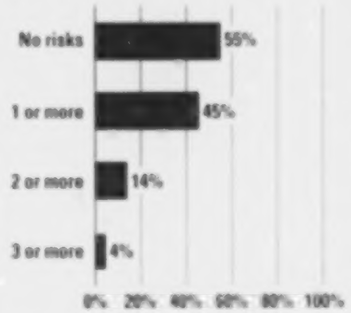
▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▨ See technical note on page 252.

BEST COPY AVAILABLE

MONTANA

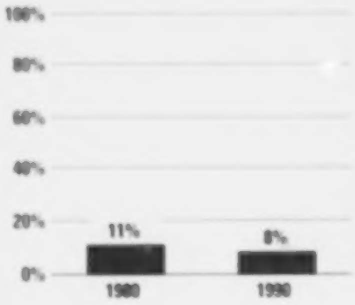
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1991)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	938	944
b) between 3.3 and 5.5 pounds	51	48
c) below 3.3 pounds	10	8
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	763	776
b) second trimester of pregnancy	185	180
c) third trimester of pregnancy or never	51	44
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	53%	55%
b) 1 or more risks	47%	45%
c) 2 or more risks	17%	14%
d) 3 or more risks	5%	4%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	46	52

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	89%	—
b) 23- to 24-year-olds	89%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	8%	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

MONTANA

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	—	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	9	12
– Mathematics	2	3
– Science	2	4
– Foreign languages	<1	1
– Civics and government	3	2
– Economics	0	0
– Fine arts	2	1
– History	9	9

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	—	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	100%	99%
– Chemistry	99%	98%
– Physics	96%	97%
– Earth Science	95%	94%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	99%	95%
Goal 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]		
Prose: Level 5 (highest)	—	—
Level 4	—	—
Level 3	—	—
Level 2	—	—
Level 1 (lowest)	—	—
Document: Level 5 (highest)	—	—
Level 4	—	—
Level 3	—	—
Level 2	—	—
Level 1 (lowest)	—	—
Quantitative: Level 5 (highest)	—	—
Level 4	—	—
Level 3	—	—
Level 2	—	—
Level 1 (lowest)	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	76%	78% ns
b) voting	69%	72% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▨ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ■		
– alcohol	—	9%
– marijuana	—	5%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ■	—	22%

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] ■		
a) Using the following at least once during the past 30 days:		
– marijuana	—	14%
– cocaine	—	2%
b) Having five or more drinks in a row during the past 30 days	—	41%

Direct Measures of the Goal: Schools Free of Violence and Crime

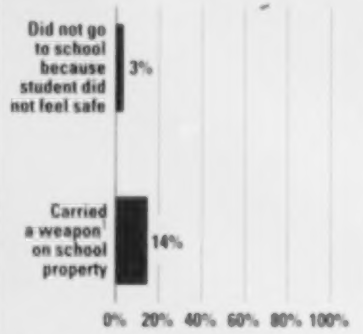
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ■		
a) Carried a weapon such as a gun, knife, or club on school property	—	14%
b) Did not go to school because student did not feel safe	—	3%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ■		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	7%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	34%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ■	—	17%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

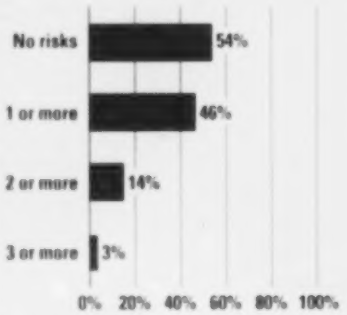
■ See technical note on page 251

■ See technical note on page 252

NEBRASKA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

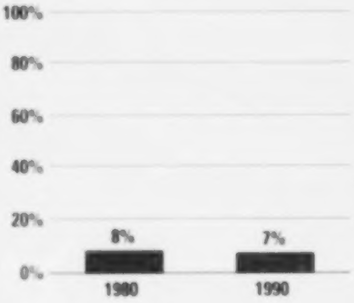


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school
[2] Includes traditional high school diploma and alternative credential

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	947	944
b) between 3.3 and 5.5 pounds	44	46
c) below 3.3 pounds	9	10
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	825	819
b) second trimester of pregnancy	141	149
c) third trimester of pregnancy or never	33	32
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	53%	54% ns
b) 1 or more risks	47%	46% ns
c) 2 or more risks	15%	14%
d) 3 or more risks	4%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	34	41

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	92%	—
b) 23- to 24-year-olds	92%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	7%	—

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

	Baseline	1994 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	23%	—
– Grade 8 (1990, 1992)	30%	32% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	27%	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	10	12
– Mathematics	3	5
– Science	2	3
– Foreign languages	<1	0
– Civics and government	1	1
– Economics	1	1
– Fine arts	<1	<1
– History	8	7

Goal 4: Teacher Education and Professional Development

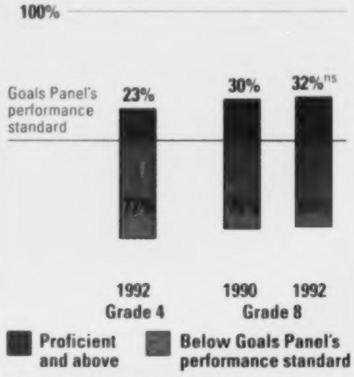
- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

	Baseline	1994 Goals Report
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	32%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	46%	49% ns
– work with measuring instruments or geometric solids at least once a week	—	7%

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



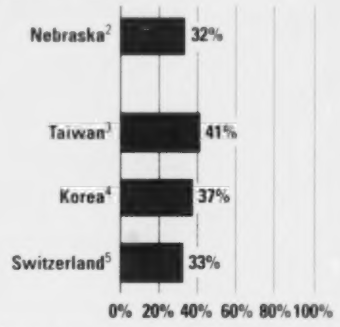
[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 4 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

- Percentage of public school 8th graders (1990, 1992): [11]

	Baseline	1994 Goals Report
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	51%	45% ns
– developing reasoning ability to solve unique problems	39%	41% ns
– communicating mathematics ideas	31%	23% ns
c) who have computers available in their mathematics classroom	17%	22% ns
d) who use calculators in mathematics class at least once a week	55%	66% ns

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993): [12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993) [13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992): [14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992): [15]

	Baseline	1994 Goals Report
a) registered to vote	72%	74% ns
b) voting	65%	67% ns

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

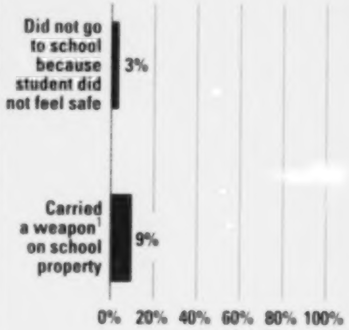
	Baseline	1994 Goals Report
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ■		
– alcohol	—	5%
– marijuana	—	2%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ■	—	11%
Overall		
• Percentage of public high school students who reported (1991, 1993):[18] ■		
a) Using the following at least once during the past 30 days:		
– marijuana	10%	9% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	37%	36% ns
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ■		
a) Carried a weapon such as a gun, knife, or club on school property	—	9%
b) Did not go to school because student did not feel safe	—	3%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ■		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	6%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	33%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ■	—	35%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

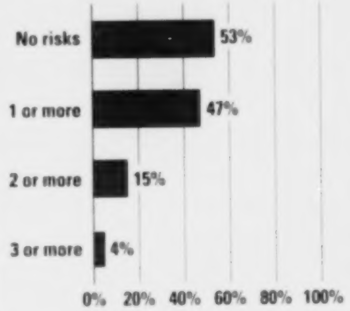
■ See technical note on page 251

■ See technical note on page 252

NEVADA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

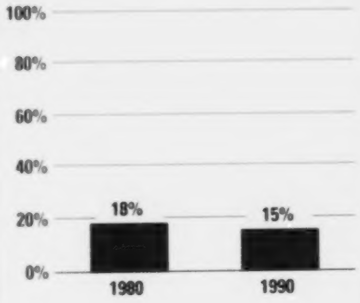


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 1: Ready to Learn		
Direct Measure of the Goal: Ready to Learn		
• No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	928	928
b) between 3.3 and 5.5 pounds	61	61
c) below 3.3 pounds	11	11
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	725	684
b) second trimester of pregnancy	194	215
c) third trimester of pregnancy or never	81	101
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	52%	53% ns
b) 1 or more risks	48%	47% ns
c) 2 or more risks	16%	15% ns
d) 3 or more risks	4%	4%
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	26	38
Goal 2: School Completion		
Direct Measure of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	78%	—
b) 23- to 24-year-olds	80%	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	15%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	—	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	13	17
– Mathematics	6	9
– Science	4	7
– Foreign languages	3	2
– Civics and government	6	10
– Economics	<1	<1
– Fine arts	<1	1
– History	6	8

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	—	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	99%	98%
– Chemistry	100%	100%
– Physics	96%	94%
– Earth Science	92%	84%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	95%	96%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	58%	68%
b) voting	50%	63%

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

▨ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ■		
– alcohol	—	6%
– marijuana	—	8%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ■	—	30%

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] ■		
a) Using the following at least once during the past 30 days:		
– marijuana	—	19%
– cocaine	—	4%
b) Having five or more drinks in a row during the past 30 days	—	32%

Direct Measures of the Goal: Schools Free of Violence and Crime

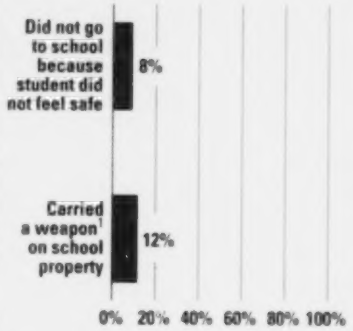
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ■		
a) Carried a weapon such as a gun, knife, or club on school property	—	12%
b) Did not go to school because student did not feel safe	—	8%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ■		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	10%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	33%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ■	—	20%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

■ See technical note on page 252

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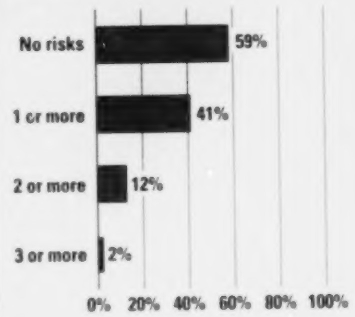
NEW HAMPSHIRE

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

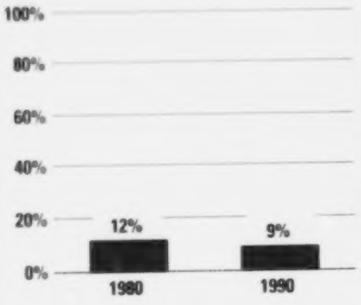


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	951	951
b) between 3.3 and 5.5 pounds	40	40
c) below 3.3 pounds	9	9
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	858	860
b) second trimester of pregnancy	118	115
c) third trimester of pregnancy or never	25	25
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	58%	59% ns
b) 1 or more risks	42%	41% ns
c) 2 or more risks	12%	12%
d) 3 or more risks	3%	2%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	29	34

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	87%	—
b) 23- to 24-year-olds	88%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	9%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

NEW HAMPSHIRE

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	26%	—
– Grade 8 (1990, 1992)	25%	30%
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	34%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	15	19
– Mathematics	13	14
– Science	8	11
– Foreign languages	4	5
– Civics and government	1	1
– Economics	<1	<1
– Fine arts	1	1
– History	9	13

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

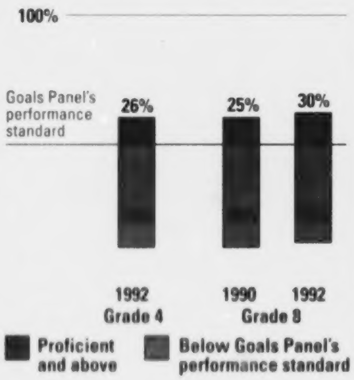
Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	30%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	57%	59% ns
– work with measuring instruments or geometric solids at least once a week	—	9%

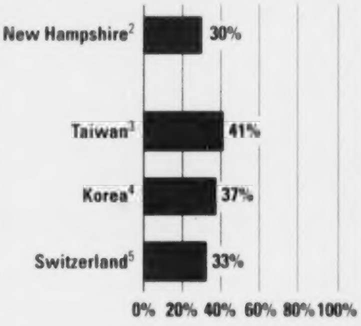
Mathematics Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] A complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics
Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 3 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

■ See technical note on page 252.

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Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	47%	42%^{ns}
– developing reasoning ability to solve unique problems	45%	47%^{ns}
– communicating mathematics ideas	37%	37%
c) who have computers available in their mathematics classroom	24%	19%^{ns}
d) who use calculators in mathematics class at least once a week	58%	62%^{ns}

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	67%	72%^{ns}
b) voting	59%	66%

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
✱ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

NEW HAMPSHIRE

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ■		
– alcohol	—	4%
– marijuana	—	6%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ■	—	26%

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] ■		
a) Using the following at least once during the past 30 days:		
– marijuana	—	21%
– cocaine	—	2%
b) Having five or more drinks in a row during the past 30 days	—	31%

Direct Measures of the Goal: Schools Free of Violence and Crime

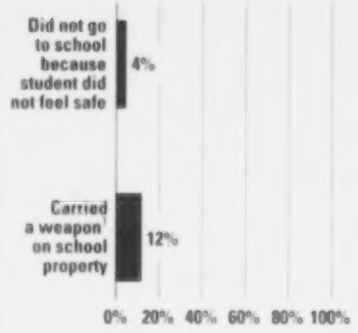
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ■		
a) Carried a weapon such as a gun, knife, or club on school property	—	12%
b) Did not go to school because student did not feel safe	—	4%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ■		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	7%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	29%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ■	—	15%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
■ See technical note on page 252.

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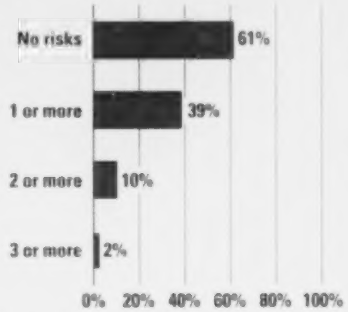
NEW JERSEY

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

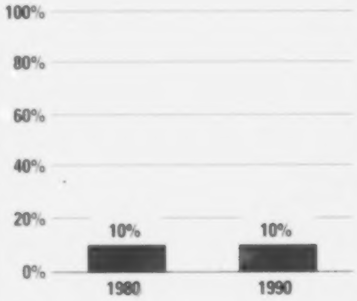


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 1: Ready to Learn		
Direct Measure of the Goal: Ready to Learn		
• No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	930	926
b) between 3.3 and 5.5 pounds	56	59
c) below 3.3 pounds	14	15
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	817	815
b) second trimester of pregnancy	138	138
c) third trimester of pregnancy or never	45	46
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	62%	61%
b) 1 or more risks	38%	39%
c) 2 or more risks	11%	10% ns
d) 3 or more risks	3%	2%
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	47	46
Goal 2: School Completion		
Direct Measure of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	88%	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	10%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
● See technical note on page 249.

■ See technical note on page 251.
● See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼

	Baseline	1994 Goals Report
– Grade 4 (1992)	25%	—
– Grade 8 (1990, 1992)	25%	28% [ns]

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼

	Baseline	1994 Goals Report
– Grade 4	31%	—

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]

	Baseline	1994 Goals Report
– English	20	26
– Mathematics	16	19
– Science	16	23
– Foreign languages	7	9
– Civics and government	2	3
– Economics	2	3
– Fine arts	1	2
– History	17	20

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]

	Baseline	1994 Goals Report
Taiwan=41% Korea=37% Switzerland=33%	28%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992): [11]

  a) whose teachers report that they do these activities in mathematics class:

	Baseline	1994 Goals Report
– work in small groups at least once a week	44%	52% [ns]
– work with measuring instruments or geometric solids at least once a week	—	10%

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

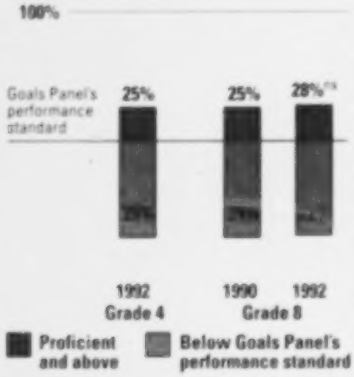
■ See technical note on page 251

▪ See technical note on page 252

NEW JERSEY

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



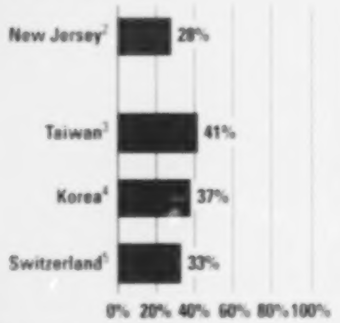
[1] A complete description of the performance standard can be found in Appendix B

[ns] Interpret with caution. Change was not statistically significant

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 3 percentage points

[3] Plus or minus 2 percentage points

[4] Plus or minus 2 percentage points

[5] Plus or minus 2 percentage points

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	55%	47% ns
– developing reasoning ability to solve unique problems	49%	63%
– communicating mathematics ideas	49%	55% ns
c) who have computers available in their mathematics classroom	19%	27% ns
d) who use calculators in mathematics class at least once a week	21%	51%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

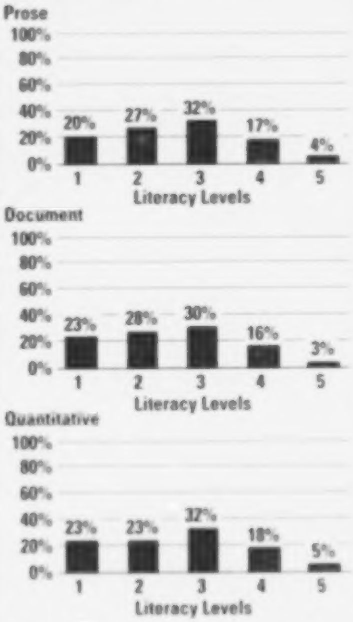
		Baseline	1994 Goals Report
• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]			
Prose:	Level 5 (highest)	4%	—
	Level 4	17%	—
	Level 3	32%	—
	Level 2	27%	—
	Level 1 (lowest)	20%	—
Document:	Level 5 (highest)	3%	—
	Level 4	16%	—
	Level 3	30%	—
	Level 2	28%	—
	Level 1 (lowest)	23%	—
Quantitative:	Level 5 (highest)	5%	—
	Level 4	18%	—
	Level 3	32%	—
	Level 2	23%	—
	Level 1 (lowest)	23%	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	72%	75%
b) voting	64%	67%

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
* See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▪ See technical note on page 252.

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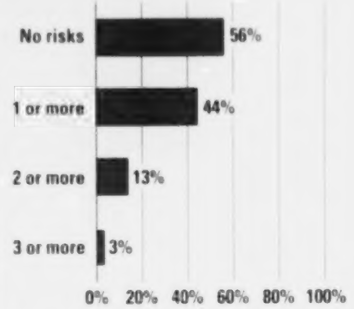
NEW MEXICO

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

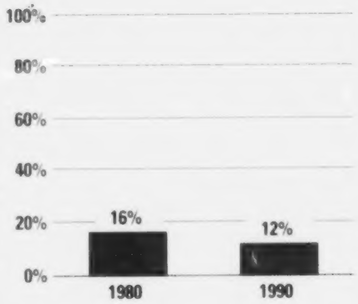


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	926	929
b) between 3.3 and 5.5 pounds	63	62
c) below 3.3 pounds	10	9
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	573	583
b) second trimester of pregnancy	299	304
c) third trimester of pregnancy or never	128	113
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	53%	56%
b) 1 or more risks	47%	44%
c) 2 or more risks	15%	13%
d) 3 or more risks	4%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	28	40

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	82%	—
b) 23- to 24-year-olds	82%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	12%	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
■ See technical note on page 252

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Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[7] ▼		
– Grade 4 (1992)	11%	—
– Grade 8 (1990, 1992)	13%	14% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ▼		
– Grade 4	20%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994):[9]		
– English	15	17
– Mathematics	9	8
– Science	6	6
– Foreign languages	4	5
– Civics and government	1	1
– Economics	1	1
– Fine arts	1	1
– History	6	6

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[10]		
Taiwan=41% Korea=37% Switzerland=33%	14%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

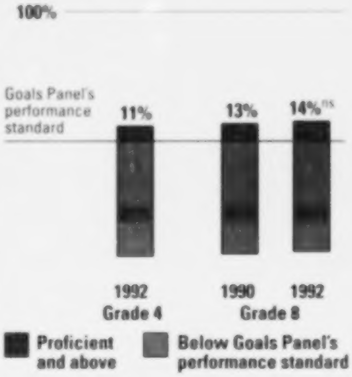
	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	51%	58% ns
– work with measuring instruments or geometric solids at least once a week	—	5%

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
■ See technical note on page 252

NEW MEXICO

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)

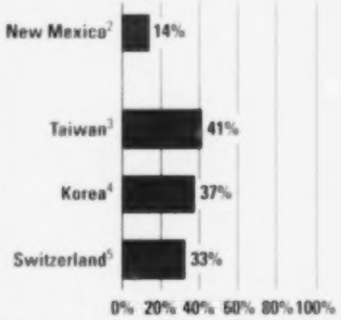


[1] A complete description of the performance standard can be found in Appendix B.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

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Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	53%	49% ns
– developing reasoning ability to solve unique problems	48%	46% ns
– communicating mathematics ideas	40%	44% ns
c) who have computers available in their mathematics classroom	12%	13% ns
d) who use calculators in mathematics class at least once a week	30%	44%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	100%	92%
– Chemistry	100%	88%
– Physics	99%	90%
– Earth Science	98%	81%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	100%	92%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	69%	71% ns
b) voting	58%	66%

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): [16] ▪		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) [17] ▪	—	—

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1991): [18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	11%	18%
– cocaine	3%	3%
b) Having five or more drinks in a row during the past 30 days	45%	43% ns

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): [19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993): [20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) [21] ▪	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▪ See technical note on page 252.

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NEW YORK

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	924	921
b) between 3.3 and 5.5 pounds	62	64
c) below 3.3 pounds	14	15
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	731	734
b) second trimester of pregnancy	186	192
c) third trimester of pregnancy or never	82	74
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	35	42

Goal 2: School Completion

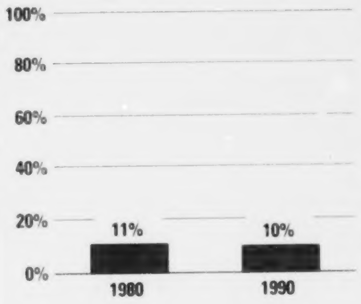
Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	85%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	10%	—

High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[7] ▼		
– Grade 4 (1992)	17%	—
– Grade 8 (1990, 1992)	19%	24%
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	23%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994):[9]		
– English	22	26
– Mathematics	18	22
– Science	20	27
– Foreign languages	9	10
– Civics and government	4	6
– Economics	2	3
– Fine arts	2	3
– History	21	26

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

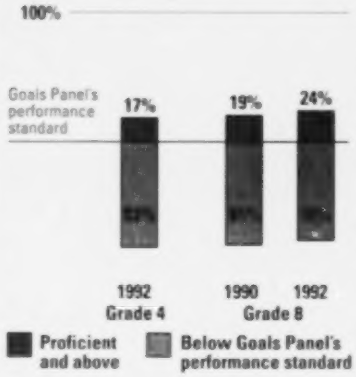
Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[10] Taiwan=41% Korea=37% Switzerland=33%	24%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	31%	37% ns
– work with measuring instruments or geometric solids at least once a week	—	7%

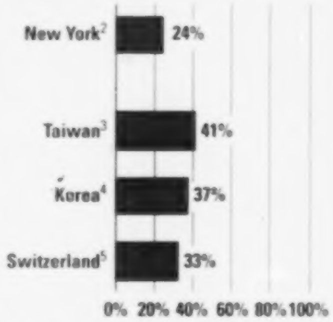
Mathematics Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] A complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics
Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 3 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

■ See technical note on page 252

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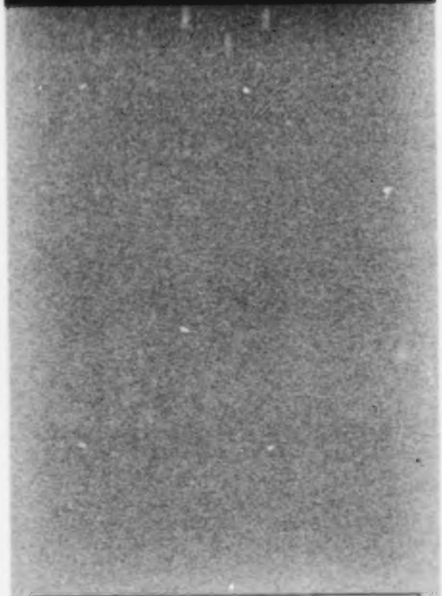


Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

- Percentage of public school 8th graders (1990, 1992):[11]

	Baseline	1994 Goals Report
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	49%	48% ns
– developing reasoning ability to solve unique problems	41%	40% ns
– communicating mathematics ideas	37%	38% ns
c) who have computers available in their mathematics classroom	10%	21%
d) who use calculators in mathematics class at least once a week	16%	25% ns

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	92%	92%
– Chemistry	93%	92%
– Physics	84%	87%
– Earth Science	77%	79%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	92%	93%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

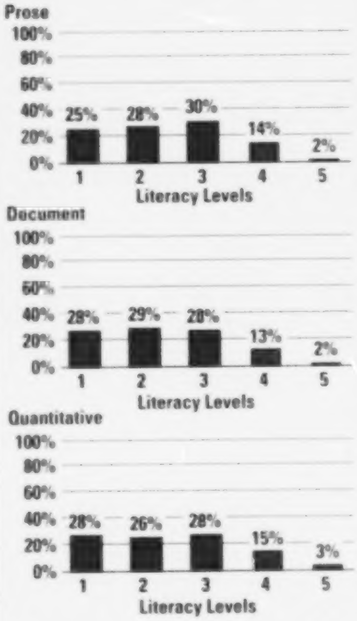
		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	2%	—
	Level 4	14%	—
	Level 3	30%	—
	Level 2	28%	—
	Level 1 (lowest)	25%	—
Document:	Level 5 (highest)	2%	—
	Level 4	13%	—
	Level 3	28%	—
	Level 2	29%	—
	Level 1 (lowest)	28%	—
Quantitative:	Level 5 (highest)	3%	—
	Level 4	15%	—
	Level 3	28%	—
	Level 2	26%	—
	Level 1 (lowest)	28%	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	67%	69%
b) voting	60%	63%

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

NEW YORK

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	6%
– marijuana	—	7%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	28%

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1991, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	16%	19% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	36%	32% ns

Direct Measures of the Goal: Schools Free of Violence and Crime

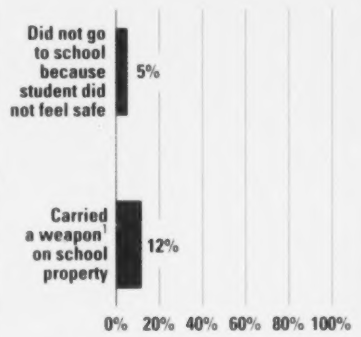
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	12%
b) Did not go to school because student did not feel safe	—	5%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	8%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	31%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	17%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

▪ See technical note on page 252.

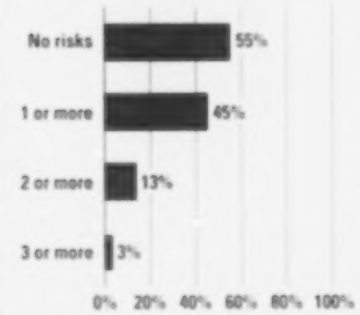
NORTH CAROLINA

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 1: Ready to Learn		
Direct Measure of the Goal: Ready to Learn		
• No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	920	916
b) between 3.3 and 5.5 pounds	64	68
c) below 3.3 pounds	16	17
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	757	765
b) second trimester of pregnancy	187	182
c) third trimester of pregnancy or never	56	52
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	54%	55%
b) 1 or more risks	46%	45%
c) 2 or more risks	15%	13%
d) 3 or more risks	4%	3%
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	39	45
Goal 2: School Completion		
Direct Measure of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	85%	—
b) 23- to 24-year-olds	85%	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	13%	—

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

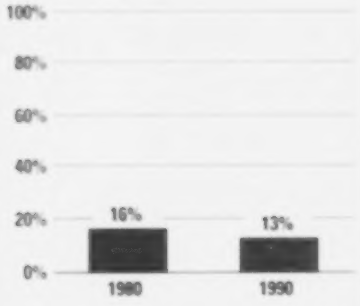


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school

[2] Includes traditional high school diploma and alternative credential

Source: Bureau of the Census, 1980 and 1990

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

NORTH CAROLINA

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	13%	—
– Grade 8 (1990, 1992)	11%	15%
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	22%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	16	28
– Mathematics	9	15
– Science	7	12
– Foreign languages	2	2
– Civics and government	<1	1
– Economics	<1	<1
– Fine arts	1	1
– History	13	21

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

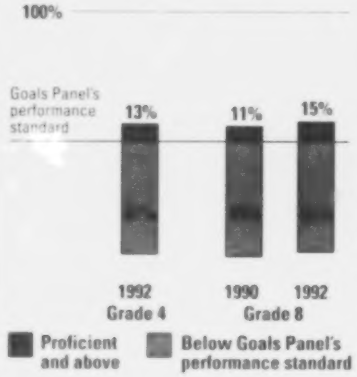
	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10] Taiwan=41% Korea=37% Switzerland=33%	15%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	45%	50% ns
– work with measuring instruments or geometric solids at least once a week	—	5%

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)

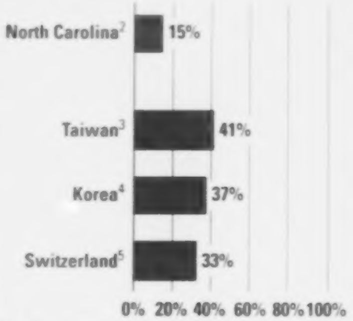


[1] A complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 2 percentage points

[3] Plus or minus 2 percentage points

[4] Plus or minus 2 percentage points

[5] Plus or minus 2 percentage points

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	44%	44%
– developing reasoning ability to solve unique problems	46%	48%^{ns}
– communicating mathematics ideas	44%	42%^{ns}
c) who have computers available in their mathematics classroom	21%	13%^{ns}
d) who use calculators in mathematics class at least once a week	30%	42%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	97%	—
– Chemistry	100%	—
– Physics	92%	—
– Earth Science	92%	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	93%	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	65%	70%
b) voting	54%	61%

— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

NORTH CAROLINA

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ■		
– alcohol	—	5%
– marijuana	—	5%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ■	—	29%

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] ■		
a) Using the following at least once during the past 30 days:		
– marijuana	—	15%
– cocaine	—	2%
b) Having five or more drinks in a row during the past 30 days	—	23%

Direct Measures of the Goal: Schools Free of Violence and Crime

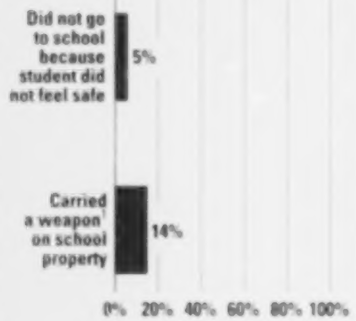
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ■		
a) Carried a weapon such as a gun, knife, or club on school property	—	14%
b) Did not go to school because student did not feel safe	—	5%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ■		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	10%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	35%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ■	—	15%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

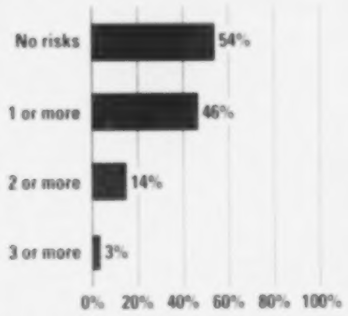
Source: Centers for Disease Control and Prevention, 1994

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
■ See technical note on page 252.

NORTH DAKOTA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

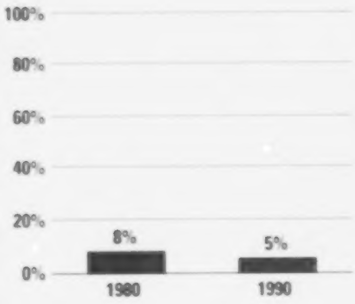


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school

[2] Includes traditional high school diploma and alternative credential

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	945	952
b) between 3.3 and 5.5 pounds	45	40
c) below 3.3 pounds	10	8
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	821	828
b) second trimester of pregnancy	148	144
c) third trimester of pregnancy or never	31	28
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	55%	54% ns
b) 1 or more risks	45%	46% ns
c) 2 or more risks	14%	14%
d) 3 or more risks	4%	3% ns

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	39	41

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	95%	—
b) 23- to 24-year-olds	94%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	5%	—

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

■ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

NORTH DAKOTA

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[7] ▼

	Baseline	1994 Goals Report
– Grade 4 (1992)	23%	—
– Grade 8 (1990, 1992)	34%	36%[ns]

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ▼

	Baseline	1994 Goals Report
– Grade 4	31%	—

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994):[9]

	Baseline	1994 Goals Report
– English	5	5
– Mathematics	3	4
– Science	3	4
– Foreign languages	<1	<1
– Civics and government	<1	<1
– Economics	1	<1
– Fine arts	<1	0
– History	2	2

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[10]

	Baseline	1994 Goals Report
Taiwan=41% Korea=37% Switzerland=33%	36%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

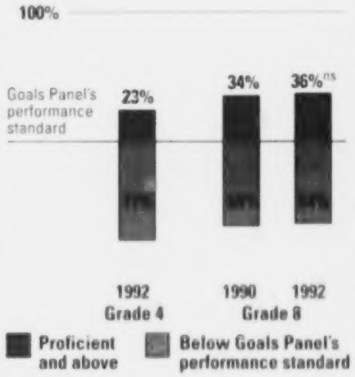
- Percentage of public school 8th graders (1990, 1992):[11]

  a) whose teachers report that they do these activities in mathematics class:

	Baseline	1994 Goals Report
– work in small groups at least once a week	38%	39%[ns]
– work with measuring instruments or geometric solids at least once a week	—	10%

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



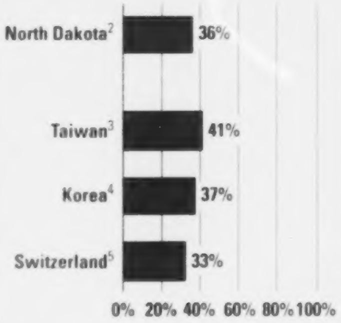
[1] A complete description of the performance standard can be found in Appendix B.

[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 3 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

NORTH DAKOTA

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

- Percentage of public school 8th graders (1990, 1992):[11]

	Baseline	1994 Goals Report
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	56%	54% ns
– developing reasoning ability to solve unique problems	33%	48%
– communicating mathematics ideas	25%	33% ns
c) who have computers available in their mathematics classroom	20%	17% ns
d) who use calculators in mathematics class at least once a week	51%	68%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	100%	100%
– Chemistry	100%	100%
– Physics	100%	100%
– Earth Science	100%	100%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	100%	100%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):[15]

	Baseline	1994 Goals Report
a) registered to vote	95%	92% ns
b) voting	74%	72% ns

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
■ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

NORTH DAKOTA

	Baseline	1994 Goals Report
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▪ See technical note on page 252.

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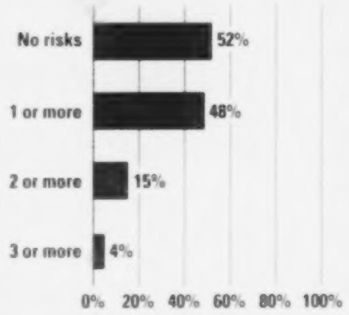
OHIO

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

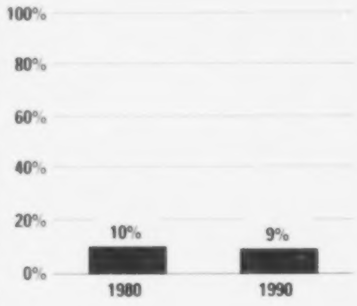


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school

[2] Includes traditional high school diploma and alternative credential

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	929	925
b) between 3.3 and 5.5 pounds	57	61
c) below 3.3 pounds	14	14
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	815	815
b) second trimester of pregnancy	144	144
c) third trimester of pregnancy or never	41	41
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	51%	52%
b) 1 or more risks	49%	48%
c) 2 or more risks	16%	15%
d) 3 or more risks	4%	4%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	26	34

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	87%	—
b) 23- to 24-year-olds	87%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[5]	9%	—

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

■ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	17%	—
– Grade 8 (1990, 1992)	19%	22% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	24%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	11	14
– Mathematics	6	9
– Science	5	7
– Foreign languages	2	2
– Civics and government	2	4
– Economics	1	1
– Fine arts	1	1
– History	8	9

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	22%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

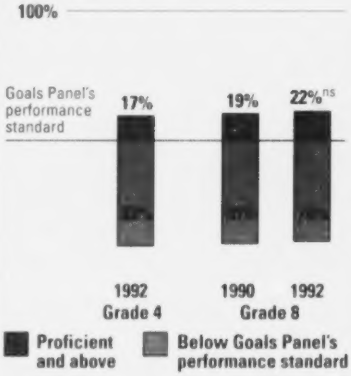
	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	37%	39% ns
– work with measuring instruments or geometric solids at least once a week	—	5%

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▪ See technical note on page 252.

OHIO

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



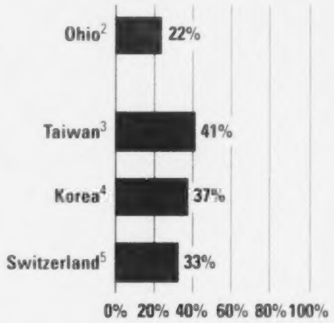
[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 3 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	50%	38%[ns]
– developing reasoning ability to solve unique problems	42%	39%[ns]
– communicating mathematics ideas	36%	37%[ns]
c) who have computers available in their mathematics classroom	20%	18%[ns]
d) who use calculators in mathematics class at least once a week	44%	49%[ns]

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	96%	89%
– Chemistry	98%	94%
– Physics	97%	93%
– Earth Science	95%	78%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	90%	95%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

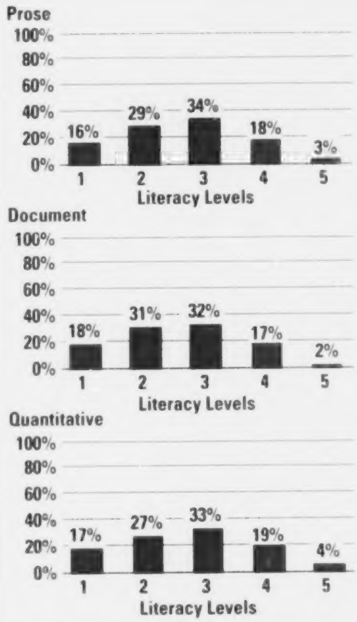
		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	3%	—
	Level 4	18%	—
	Level 3	34%	—
	Level 2	29%	—
	Level 1 (lowest)	16%	—
Document:	Level 5 (highest)	2%	—
	Level 4	17%	—
	Level 3	32%	—
	Level 2	31%	—
	Level 1 (lowest)	18%	—
Quantitative:	Level 5 (highest)	4%	—
	Level 4	19%	—
	Level 3	33%	—
	Level 2	27%	—
	Level 1 (lowest)	17%	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	70%	71%[ns]
b) voting	63%	65%[ns]

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

■ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

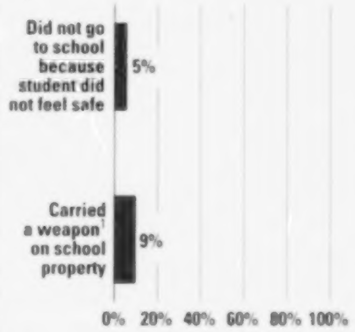
	Baseline	1994 Goals Report
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▨		
– alcohol	—	5%
– marijuana	—	4%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▨	—	20%
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	—	16%
– cocaine	—	2%
b) Having five or more drinks in a row during the past 30 days	—	30%
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	9%
b) Did not go to school because student did not feel safe	—	5%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	8%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	30%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▨	—	16%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

— Data not available
ns Interpret with caution. Change was not statistically significant
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
▨ See technical note on page 252

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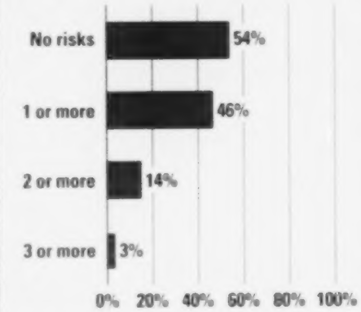
OKLAHOMA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

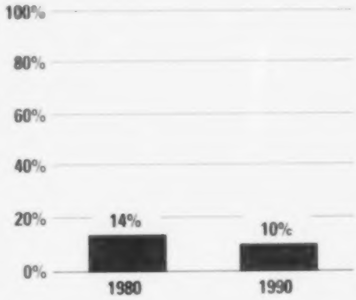


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	934	934
b) between 3.3 and 5.5 pounds	56	54
c) below 3.3 pounds	10	11
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	712	719
b) second trimester of pregnancy	205	208
c) third trimester of pregnancy or never	83	73

- Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲
  - late (in third trimester) or no prenatal care
  - low maternal weight gain (less than 21 pounds)
  - three or more older siblings
  - mother smoked during pregnancy
  - mother drank alcohol during pregnancy
  - closely spaced birth (within 18 months of previous birth)

	Baseline	1994 Goals Report
a) no risks	—	54%
b) 1 or more risks	—	46%
c) 2 or more risks	—	14%
d) 3 or more risks	—	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	37	40

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	85%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	10%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

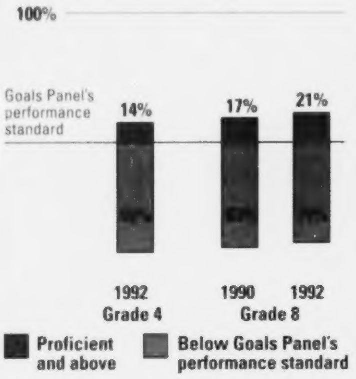
■ See technical note on page 251
▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	14%	—
– Grade 8 (1990, 1992)	17%	21%
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	25%	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	8	12
– Mathematics	4	5
– Science	3	5
– Foreign languages	1	1
– Civics and government	1	2
– Economics	<1	<1
– Fine arts	<1	1
– History	3	5
Goal 4: Teacher Education and Professional Development		
• No indicators for this new Goal have been identified yet; will be addressed in future Reports.		
Goal 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	21%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	44%	33% ns
– work with measuring instruments or geometric solids at least once a week	—	7%

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)

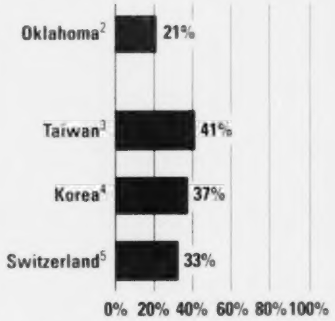


[1] A complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 2 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

■ See technical note on page 252.

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Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	55%	49% ns
– developing reasoning ability to solve unique problems	41%	39% ns
– communicating mathematics ideas	40%	42% ns
c) who have computers available in their mathematics classroom	13%	20% ns
d) who use calculators in mathematics class at least once a week	27%	33% ns

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	97%	98%
– Chemistry	96%	98%
– Physics	90%	80%
– Earth Science	71%	85%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	95%	94%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	66%	75%
b) voting	57%	68%

— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
● See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

OKLAHOMA

	Baseline	1994 Goals Report
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	—
Goal 8: Parental Participation		
• No indicators for this new Goal have been identified yet; will be addressed in future Reports.		

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

✱ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

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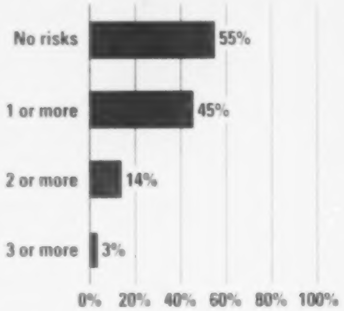
OREGON

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

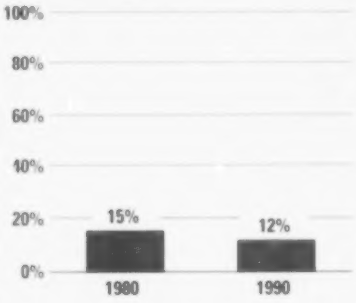


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 1: Ready to Learn		
Direct Measure of the Goal: Ready to Learn		
• No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	950	951
b) between 3.3 and 5.5 pounds	42	41
c) below 3.3 pounds	8	8
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	757	768
b) second trimester of pregnancy	189	186
c) third trimester of pregnancy or never	54	46
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	52%	55%
b) 1 or more risks	48%	45%
c) 2 or more risks	16%	14%
d) 3 or more risks	4%	3%
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	23	54
Goal 2: School Completion		
Direct Measure of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	83%	—
b) 23- to 24-year-olds	84%	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	12%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▨ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

OREGON

	Baseline	1994 Goals Report

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	—	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	13	14
– Mathematics	6	6
– Science	5	6
– Foreign languages	2	2
– Civics and government	1	1
– Economics	1	2
– Fine arts	<1	<1
– History	11	11

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	—	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

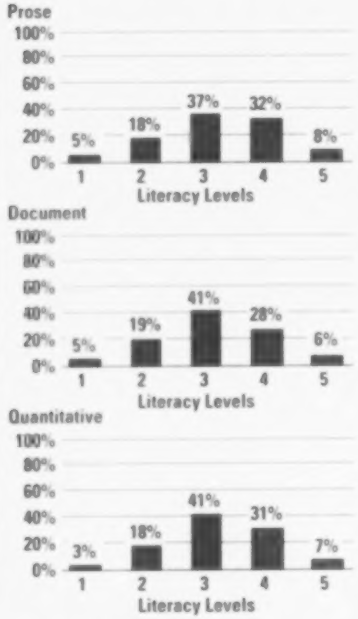
	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
■ See technical note on page 252.

OREGON

Adult Literacy

Percentage of all adults aged 16-65 scoring at five literacy levels[1] (1990)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Oregon Progress Board, 1990

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	96%	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	86%	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1990):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	8%	—
	Level 4	32%	—
	Level 3	37%	—
	Level 2	18%	—
	Level 1 (lowest)	5%	—
Document:	Level 5 (highest)	6%	—
	Level 4	28%	—
	Level 3	41%	—
	Level 2	19%	—
	Level 1 (lowest)	5%	—
Quantitative:	Level 5 (highest)	7%	—
	Level 4	31%	—
	Level 3	41%	—
	Level 2	18%	—
	Level 1 (lowest)	3%	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	73%	78%
b) voting	65%	72%

— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
■ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▨		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▨	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▨	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
* See technical note on page 249.
■ See technical note on page 251.
▨ See technical note on page 252.

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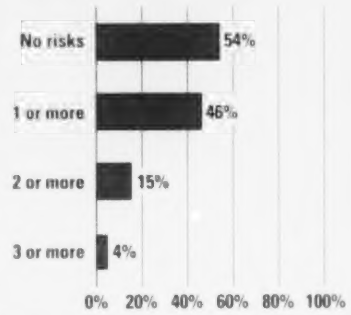
PENNSYLVANIA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

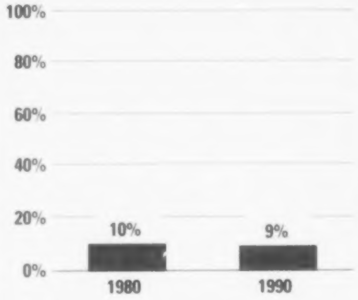


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school

[2] Includes traditional high school diploma and alternative credential

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 1: Ready to Learn		
Direct Measure of the Goal: Ready to Learn		
• No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	929	927
b) between 3.3 and 5.5 pounds	57	59
c) below 3.3 pounds	14	14
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	797	797
b) second trimester of pregnancy	150	149
c) third trimester of pregnancy or never	54	54
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	54%	54%
b) 1 or more risks	46%	46%
c) 2 or more risks	15%	15%
d) 3 or more risks	4%	4%
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	37	38
Goal 2: School Completion		
Direct Measure of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	89%	—
b) 23- to 24-year-olds	88%	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	9%	—

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

■ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

PENNSYLVANIA

	Baseline	1994 Goals Report

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ■

	Baseline	1994 Goals Report
– Grade 4 (1992)	23%	—
– Grade 8 (1990, 1992)	21%	26% ns

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ■

	Baseline	1994 Goals Report
– Grade 4	28%	—

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]

	Baseline	1994 Goals Report
– English	14	17
– Mathematics	8	10
– Science	7	9
– Foreign languages	2	3
– Civics and government	2	3
– Economics	1	2
– Fine arts	<1	1
– History	10	12

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]

	Baseline	1994 Goals Report
Taiwan=41% Korea=37% Switzerland=33%	26%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

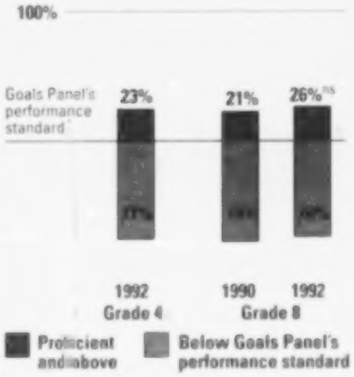
- Percentage of public school 8th graders (1990, 1992): [11]

a) whose teachers report that they do these activities in mathematics class:

	Baseline	1994 Goals Report
– work in small groups at least once a week	33%	41% ns
– work with measuring instruments or geometric solids at least once a week	—	6%

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



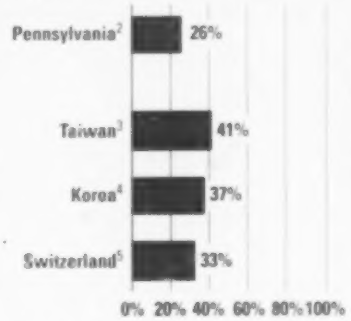
[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 3 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

■ See technical note on page 252

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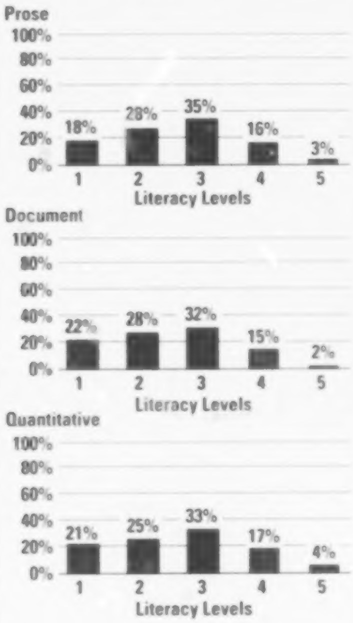
Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	48%	48%
– developing reasoning ability to solve unique problems	48%	52% ns
– communicating mathematics ideas	43%	43%
c) who have computers available in their mathematics classroom	15%	14% ns
d) who use calculators in mathematics class at least once a week	28%	46%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	91%	94%
– Chemistry	91%	93%
– Physics	89%	93%
– Earth Science	92%	94%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	87%	90%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	3%	—
	Level 4	16%	—
	Level 3	35%	—
	Level 2	28%	—
	Level 1 (lowest)	18%	—
Document:	Level 5 (highest)	2%	—
	Level 4	15%	—
	Level 3	32%	—
	Level 2	28%	—
	Level 1 (lowest)	22%	—
Quantitative:	Level 5 (highest)	4%	—
	Level 4	17%	—
	Level 3	33%	—
	Level 2	25%	—
	Level 1 (lowest)	21%	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	63%	66%
b) voting	56%	61%

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): [16] ▨		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) [17] ▨	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993): [18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): [19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993): [20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) [21] ▨	—	—

Goal 8: Parental Participation

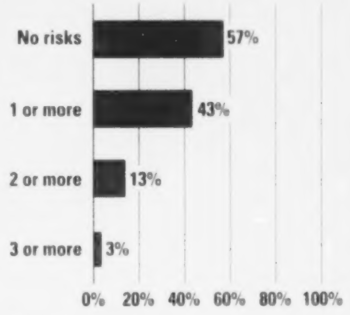
- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available
ns Interpret with caution. Change was not statistically significant
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
▨ See technical note on page 252

RHODE ISLAND

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

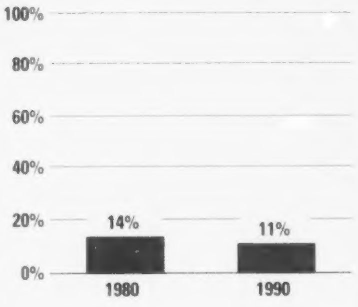


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	938	940
b) between 3.3 and 5.5 pounds	51	48
c) below 3.3 pounds	11	12
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	868	889
b) second trimester of pregnancy	113	94
c) third trimester of pregnancy or never	20	17
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	56%	57%
b) 1 or more risks	44%	43%
c) 2 or more risks	13%	13%
d) 3 or more risks	3%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	42	47

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	87%	—
b) 23- to 24-year-olds	85%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▪ See technical note on page 252.

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Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼

	Baseline	1994 Goals Report
– Grade 4 (1992)	14%	—
– Grade 8 (1990, 1992)	18%	20% ns

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼

	Baseline	1994 Goals Report
– Grade 4	24%	—

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]

	Baseline	1994 Goals Report
– English	18	18
– Mathematics	10	9
– Science	7	8
– Foreign languages	4	4
– Civics and government	1	1
– Economics	1	3
– Fine arts	1	2
– History	15	16

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]

	Baseline	1994 Goals Report
Taiwan=41% Korea=37% Switzerland=33%	20%	—

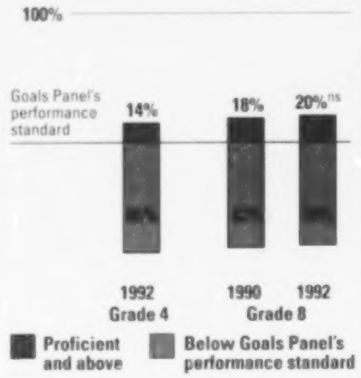
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992): [11]

	Baseline	1994 Goals Report
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	27%	38%
– work with measuring instruments or geometric solids at least once a week	—	9%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
■ See technical note on page 252

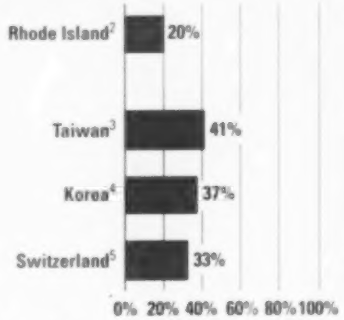
Mathematics Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] A complete description of the performance standard can be found in Appendix B.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics
Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

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Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	43%	45% ns
– developing reasoning ability to solve unique problems	43%	53%
– communicating mathematics ideas	37%	46%
c) who have computers available in their mathematics classroom	16%	15% ns
d) who use calculators in mathematics class at least once a week	23%	47%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	100%	100%
– Chemistry	100%	100%
– Physics	100%	100%
– Earth Science	100%	100%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	100%	100%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	73%	78%
b) voting	64%	73%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] □		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] □	—	—

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] □		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] □		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] □		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] □	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available
ns Interpret with caution. Change was not statistically significant
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
□ See technical note on page 252.

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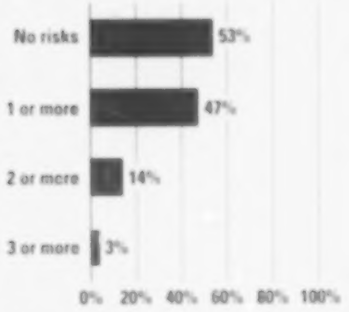
SOUTH CAROLINA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

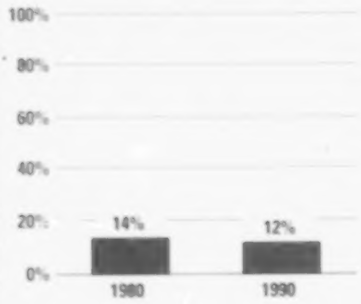


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	913	908
b) between 3.3 and 5.5 pounds	70	75
c) below 3.3 pounds	17	17
Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	688	688
b) second trimester of pregnancy	233	231
c) third trimester of pregnancy or never	79	81
Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	50%	53%
b) 1 or more risks	50%	47%
c) 2 or more risks	16%	14%
d) 3 or more risks	4%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	52	55

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	84%	—
b) 23- to 24-year-olds	83%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	12%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
● See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	13%	—
– Grade 8 (1992)	18%	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	19%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	21	28
– Mathematics	14	18
– Science	12	14
– Foreign languages	1	1
– Civics and government	2	3
– Economics	1	1
– Fine arts	3	3
– History	16	19

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	18%	—

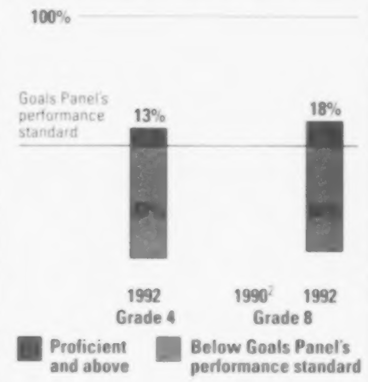
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	47%	—
– work with measuring instruments or geometric solids at least once a week	8%	—

SOUTH CAROLINA

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



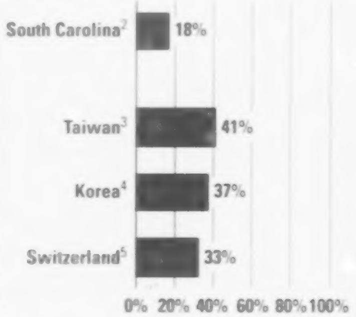
[1] A complete description of the performance standard can be found in Appendix B

[2] Data not available

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991

[2] Plus or minus 2 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

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SOUTH CAROLINA

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

- Percentage of public school 8th graders (1992):[11]

	Baseline	1994 Goals Report
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	36%	—
– developing reasoning ability to solve unique problems	51%	—
– communicating mathematics ideas	54%	—
c) who have computers available in their mathematics classroom	24%	—
d) who use calculators in mathematics class at least once a week	47%	—

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	92%	—
– Chemistry	94%	—
– Physics	92%	—
– Earth Science	50%	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	92%	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):[15]

	Baseline	1994 Goals Report
a) registered to vote	61%	68%
b) voting	50%	59%

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): [16] ▪		
– alcohol	—	8%
– marijuana	—	4%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) [17] ▪	—	25%
Overall		
• Percentage of public high school students who reported (1991, 1993): [18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	12%	13% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	27%	25% ns

Direct Measures of the Goal: Schools Free of Violence and Crime

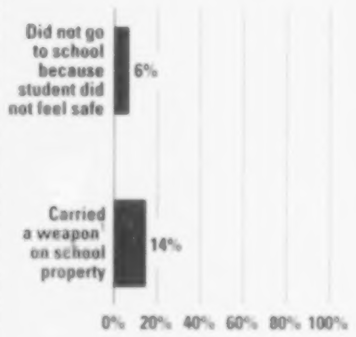
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): [19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	14%
b) Did not go to school because student did not feel safe	—	6%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993): [20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	10%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	28%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) [21] ▪	—	37%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

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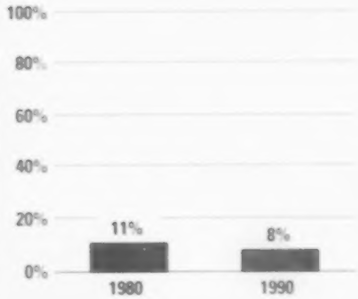
SOUTH DAKOTA

High School Dropouts
Percentage of all 16- to 19-year-olds[1]
without a high school credential[2]
(1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	949	946
b) between 3.3 and 5.5 pounds	42	44
c) below 3.3 pounds	9	10
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	787	789
b) second trimester of pregnancy	164	165
c) third trimester of pregnancy or never	49	47
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	62	68

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	91%	—
b) 23- to 24-year-olds	91%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	8%	—

— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
* See technical note on page 249

■ See technical note on page 251
▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[7] ▼

	Baseline	1994 Goals Report
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ▼

	Baseline	1994 Goals Report
– Grade 4	—	—

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994):[9]

	Baseline	1994 Goals Report
– English	3	5
– Mathematics	2	2
– Science	1	3
– Foreign languages	0	<1
– Civics and government	<1	1
– Economics	0	0
– Fine arts	<1	0
– History	2	3

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[10]

	Baseline	1994 Goals Report
Taiwan=41% Korea=37% Switzerland=33%	—	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):[11]

a) whose teachers report that they do these activities in mathematics class:

	Baseline	1994 Goals Report
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

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Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993): [12] ■		
– Biology	99%	96%
– Chemistry	98%	93%
– Physics	93%	89%
– Earth Science	100%	97%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993) [13] ■	99%	96%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992): [14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992): [15]		
a) registered to vote	80%	80%
b) voting	72%	70% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▨ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▨		
– alcohol	—	10%
– marijuana	—	4%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▨	—	19%
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	12%	10% ns
– cocaine	2%	3% ns
b) Having five or more drinks in a row during the past 30 days	42%	44% ns

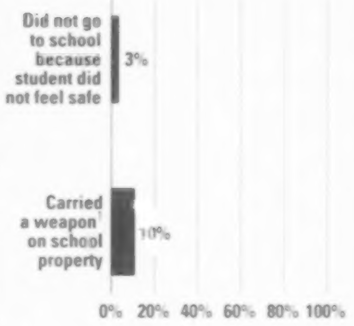
Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	10%
b) Did not go to school because student did not feel safe	—	3%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	6%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	35%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▨	—	40%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety
Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



† Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

— Data not available
ns Interpret with caution. Change was not statistically significant
▲ See technical note on page 249
† See technical note on page 249
■ See technical note on page 251
▨ See technical note on page 252

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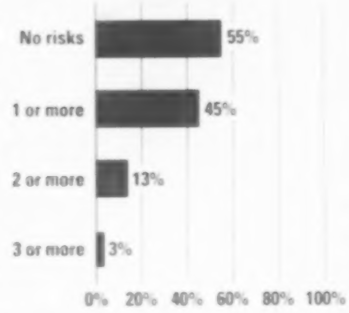
TENNESSEE

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

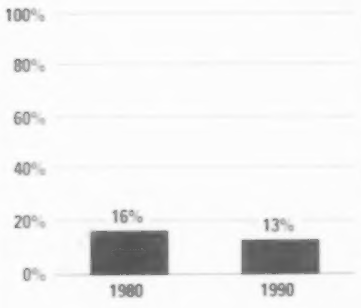


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

	Baseline	1994 Goals Report
Direct Measure of the Goal: Ready to Learn		
• No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	918	912
b) between 3.3 and 5.5 pounds	67	72
c) below 3.3 pounds	15	16
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	776	781
b) second trimester of pregnancy	176	174
c) third trimester of pregnancy or never	47	44
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	55%	55%
b) 1 or more risks	45%	45%
c) 2 or more risks	14%	13%
d) 3 or more risks	3%	3%
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	37	45

Goal 2: School Completion

	Baseline	1994 Goals Report
Direct Measure of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	81%	—
b) 23- to 24-year-olds	81%	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	13%	—

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	10%	—
– Grade 8 (1992)	15%	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	20%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	14	17
– Mathematics	7	9
– Science	6	8
– Foreign languages	1	2
– Civics and government	2	3
– Economics	1	1
– Fine arts	2	2
– History	10	14

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10] Taiwan=41% Korea=37% Switzerland=33%	15%	—

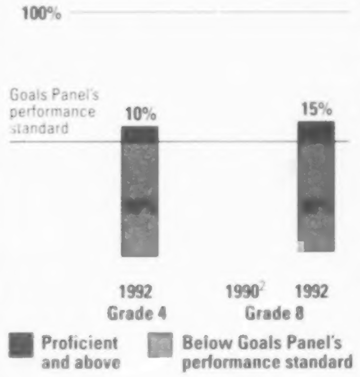
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	38%	—
– work with measuring instruments or geometric solids at least once a week	9%	—

— Data not available
ns Interpret with caution. Change was not statistically significant
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
▨ See technical note on page 252

TENNESSEE

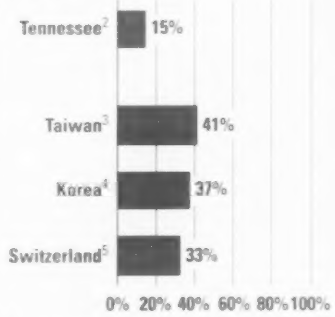
Mathematics Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] A complete description of the performance standard can be found in Appendix B.
[2] Data not available.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics
Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	42%	—
– developing reasoning ability to solve unique problems	45%	—
– communicating mathematics ideas	43%	—
c) who have computers available in their mathematics classroom	18%	—
d) who use calculators in mathematics class at least once a week	37%	—

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	66%	65% ns
b) voting	52%	56% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

TENNESSEE

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▫		
– alcohol	—	5%
– marijuana	—	5%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▫	—	22%
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▫		
a) Using the following at least once during the past 30 days:		
– marijuana	—	17%
– cocaine	—	2%
b) Having five or more drinks in a row during the past 30 days	—	28%

Direct Measures of the Goal: Schools Free of Violence and Crime

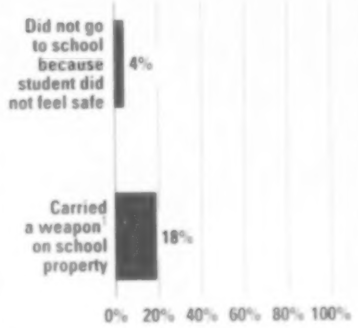
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▫		
a) Carried a weapon such as a gun, knife, or club on school property	—	18%
b) Did not go to school because student did not feel safe	—	4%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▫		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	9%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	33%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▫	—	40%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▫ See technical note on page 252

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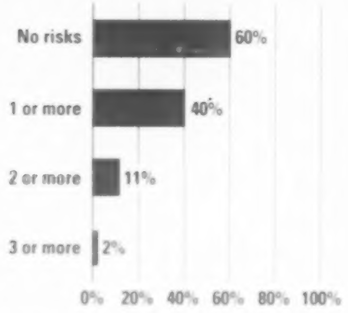
TEXAS

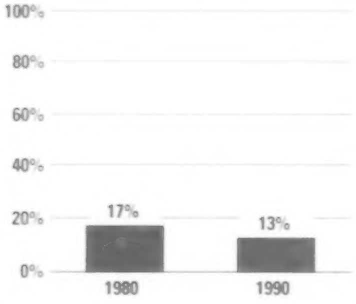
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1991)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school
[2] Includes traditional high school diploma and alternative credential

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 1: Ready to Learn		
Direct Measure of the Goal: Ready to Learn		
• No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	931	929
b) between 3.3 and 5.5 pounds	58	59
c) below 3.3 pounds	12	11
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	683	683
b) second trimester of pregnancy	216	216
c) third trimester of pregnancy or never	100	101
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	58%	60%
b) 1 or more risks	42%	40%
c) 2 or more risks	12%	11%
d) 3 or more risks	3%	2%
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	29	32
Goal 2: School Completion		
Direct Measure of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	80%	—
b) 23- to 24-year-olds	79%	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	13%	—

— Data not available
ns Interpret with caution. Change was not statistically significant
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[7] ▼		
– Grade 4 (1992)	16%	—
– Grade 8 (1990, 1992)	16%	21%
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ▼		
– Grade 4	20%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994):[9]		
– English	13	20
– Mathematics	6	8
– Science	4	6
– Foreign languages	3	4
– Civics and government	2	3
– Economics	2	3
– Fine arts	<1	1
– History	4	6

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

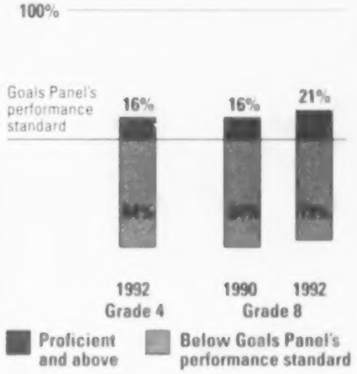
	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[10]		
Taiwan=41% Korea=37% Switzerland=33%	21%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	39%	55%
– work with measuring instruments or geometric solids at least once a week	—	8%

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)

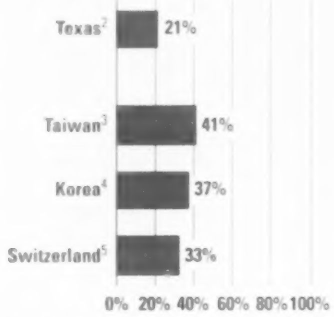


[1] A complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 3 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

● See technical note on page 252

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Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	52%	57% ns
– developing reasoning ability to solve unique problems	45%	61%
– communicating mathematics ideas	42%	49% ns
c) who have computers available in their mathematics classroom	13%	15% ns
d) who use calculators in mathematics class at least once a week	31%	64%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

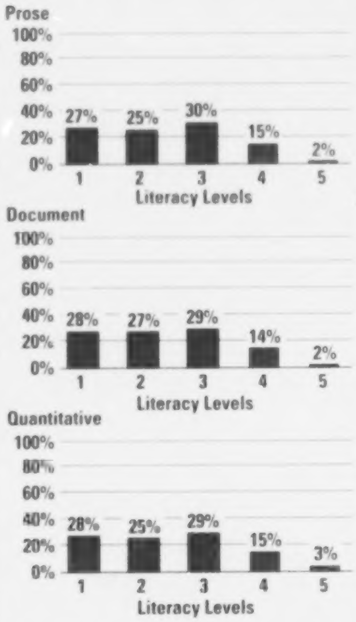
		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	2%	—
	Level 4	15%	—
	Level 3	30%	—
	Level 2	25%	—
	Level 1 (lowest)	27%	—
Document:	Level 5 (highest)	2%	—
	Level 4	14%	—
	Level 3	29%	—
	Level 2	27%	—
	Level 1 (lowest)	28%	—
Quantitative:	Level 5 (highest)	3%	—
	Level 4	15%	—
	Level 3	29%	—
	Level 2	25%	—
	Level 1 (lowest)	28%	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	71%	71%
b) voting	58%	61%

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▨		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▨	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▨	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
△ See technical note on page 249.
■ See technical note on page 251.
▨ See technical note on page 252.

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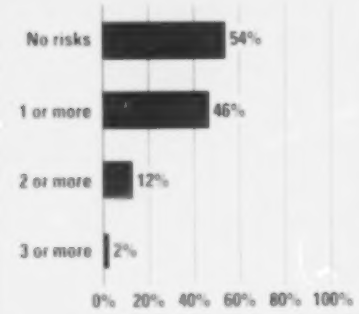
Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

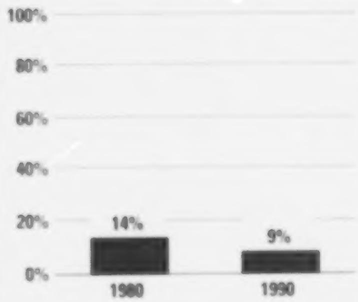


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school

[2] Includes traditional high school diploma and alternative credential

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	943	940
b) between 3.3 and 5.5 pounds	49	51
c) below 3.3 pounds	8	9
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	842	833
b) second trimester of pregnancy	128	137
c) third trimester of pregnancy or never	30	30

- Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲
  - late (in third trimester) or no prenatal care
  - low maternal weight gain (less than 21 pounds)
  - three or more older siblings
  - mother smoked during pregnancy
  - mother drank alcohol during pregnancy
  - closely spaced birth (within 18 months of previous birth)

	Baseline	1994 Goals Report
a) no risks	53%	54%
b) 1 or more risks	47%	46%
c) 2 or more risks	13%	12%
d) 3 or more risks	2%	2%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	33	40

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	87%	—
b) 23- to 24-year-olds	90%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	9%	—

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

UTAH

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	20%	—
– Grade 8 (1992)	27%	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	26%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	33	38
– Mathematics	23	27
– Science	22	29
– Foreign languages	3	3
– Civics and government	6	8
– Economics	1	2
– Fine arts	9	11
– History	36	38

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

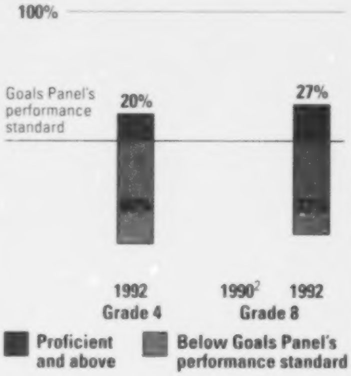
	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	27%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	51%	—
– work with measuring instruments or geometric solids at least once a week	4%	—

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



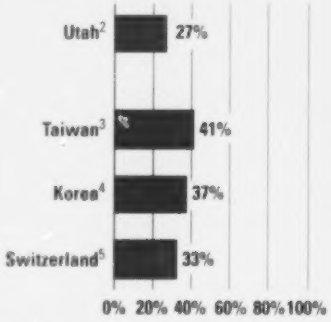
[1] A complete description of the performance standard can be found in Appendix B.

[2] Data not available.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 2 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

▪ See technical note on page 252.

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Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	59%	—
– developing reasoning ability to solve unique problems	49%	—
– communicating mathematics ideas	36%	—
c) who have computers available in their mathematics classroom	12%	—
d) who use calculators in mathematics class at least once a week	77%	—

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	87%	89%
– Chemistry	87%	83%
– Physics	82%	85%
– Earth Science	64%	68%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	88%	89%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	78%	81%[ns]
b) voting	72%	74%[ns]

— Data not available
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 248.
▼ See technical note on page 249.

■ See technical note on page 251.
▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): [16] ▪		
– alcohol	—	6%
– marijuana	—	3%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) [17] ▪	—	19%

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993): [18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	8%	7% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	19%	17% ns

Direct Measures of the Goal: Schools Free of Violence and Crime

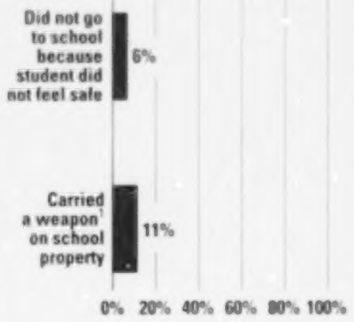
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): [19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	11%
b) Did not go to school because student did not feel safe	—	6%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993): [20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	8%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	32%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) [21] ▪	—	36%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

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Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	947	943
b) between 3.3 and 5.5 pounds	46	48
c) below 3.3 pounds	7	9
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	824	832
b) second trimester of pregnancy	143	141
c) third trimester of pregnancy or never	33	27
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	56%	56%
b) 1 or more risks	44%	44%
c) 2 or more risks	14%	13% ns
d) 3 or more risks	3%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	43	41

Goal 2: School Completion

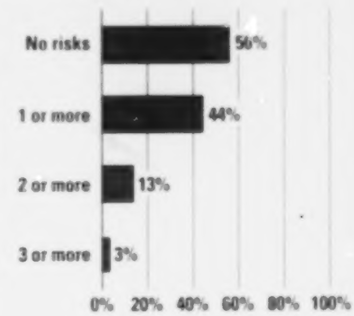
Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	90%	—
b) 23- to 24-year-olds	88%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	8%	—

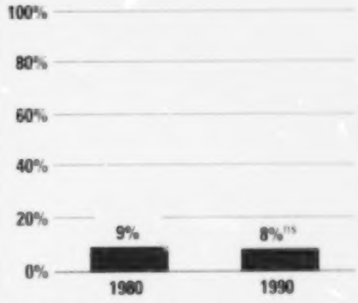
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1991)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

Source: Bureau of the Census, 1980 and 1990

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▩ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	—	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	18	23
– Mathematics	9	12
– Science	9	18
– Foreign languages	4	3
– Civics and government	0	<1
– Economics	0	<1
– Fine arts	1	1
– History	10	12

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	—	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

▨ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	97%	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

		Baseline	1994 Goals Report
• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	79%	79%
b) voting	65%	71%

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249.

☆ See technical note on page 249.

■ See technical note on page 251

▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	—

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	19%
– cocaine	—	2%
b) Having five or more drinks in a row during the past 30 days	—	31%

Direct Measures of the Goal: Schools Free of Violence and Crime

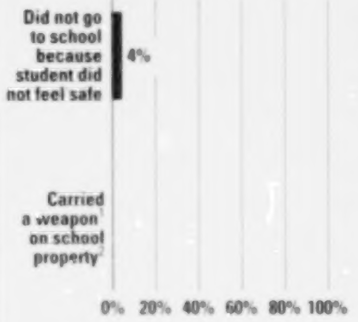
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	4%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	42%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

[2] Data not available

Source: Centers for Disease Control and Prevention, 1994

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

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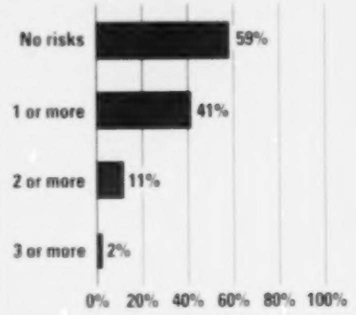
VIRGINIA

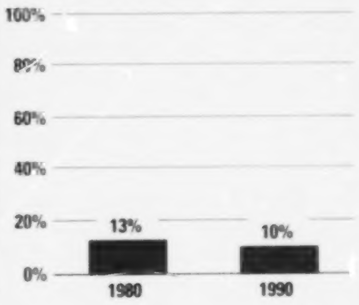
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1991)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	928	928
b) between 3.3 and 5.5 pounds	58	58
c) below 3.3 pounds	14	14
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	800	807
b) second trimester of pregnancy	154	149
c) third trimester of pregnancy or never	46	43
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	58%	59%
b) 1 or more risks	42%	41%
c) 2 or more risks	12%	11%
d) 3 or more risks	3%	2%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	38	42

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	86%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	10%	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
■ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

VIRGINIA

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	19%	—
– Grade 8 (1990, 1992)	21%	23% ns
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	28%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	25	30
– Mathematics	16	18
– Science	12	17
– Foreign languages	8	9
– Civics and government	16	25
– Economics	1	1
– Fine arts	2	3
– History	21	25

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

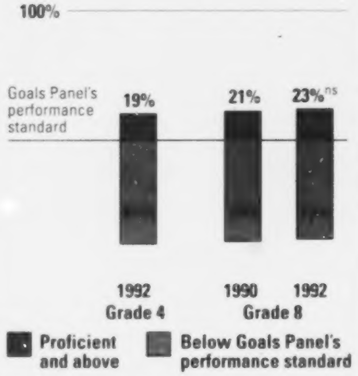
	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	23%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	48%	53% ns
– work with measuring instruments or geometric solids at least once a week	—	3%

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



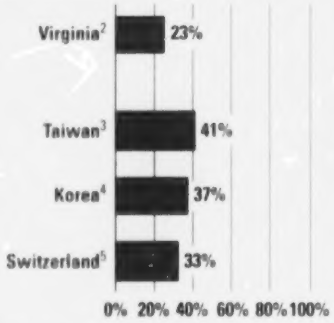
[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 2 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	52%	52%
– developing reasoning ability to solve unique problems	46%	48% ns
– communicating mathematics ideas	46%	47% ns
c) who have computers available in their mathematics classroom	19%	23% ns
d) who use calculators in mathematics class at least once a week	36%	40% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

		Baseline	1994 Goals Report
Direct Measure of the Goal: Adult Literacy			
• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measure of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[15]			
a) registered to vote		69%	68% ns
b) voting		60%	64% ns

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▩ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

VIRGINIA

	Baseline	1994 Goals Report
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▨		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▨	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▨	—	—
Goal 8: Parental Participation		
• No indicators for this new Goal have been identified yet; will be addressed in future Reports.		

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▨ See technical note on page 252

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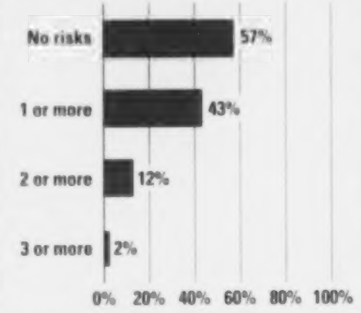
WASHINGTON

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

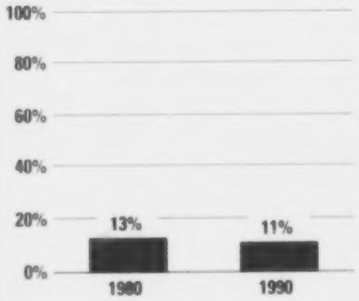


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	947	949
b) between 3.3 and 5.5 pounds	45	43
c) below 3.3 pounds	8	8
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	773	788
b) second trimester of pregnancy	179	169
c) third trimester of pregnancy or never	48	43
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	57%	57%
b) 1 or more risks	43%	43%
c) 2 or more risks	13%	12%
d) 3 or more risks	3%	2%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	43	49

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	85%	—
b) 23- to 24-year-olds	87%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[7] ▼		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ▼		
– Grade 4	—	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994):[9]		
– English	13	14
– Mathematics	7	7
– Science	3	4
– Foreign languages	2	2
– Civics and government	1	1
– Economics	<1	<1
– Fine arts	<1	<1
– History	9	10

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[10]		
Taiwan=41% Korea=37% Switzerland=33%	—	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

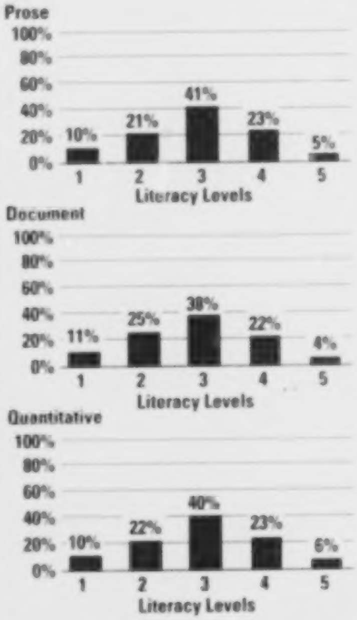
	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

		Baseline	1994 Goals Report
Direct Measure of the Goal: Adult Literacy			
• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]			
Prose:	Level 5 (highest)	5%	—
	Level 4	23%	—
	Level 3	41%	—
	Level 2	21%	—
	Level 1 (lowest)	10%	—
Document:	Level 5 (highest)	4%	—
	Level 4	22%	—
	Level 3	38%	—
	Level 2	25%	—
	Level 1 (lowest)	11%	—
Quantitative:	Level 5 (highest)	6%	—
	Level 4	23%	—
	Level 3	40%	—
	Level 2	22%	—
	Level 1 (lowest)	10%	—
Direct Measure of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[15]			
a) registered to vote		71%	75% ns
b) voting		64%	69%

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

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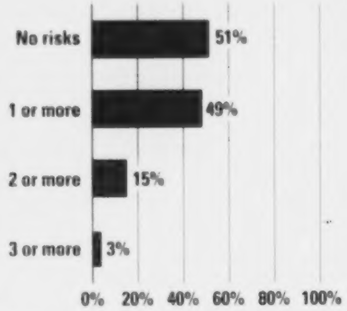
Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

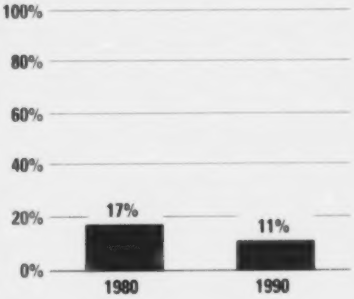


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	929	932
b) between 3.3 and 5.5 pounds	58	58
c) below 3.3 pounds	13	10
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	734	735
b) second trimester of pregnancy	209	216
c) third trimester of pregnancy or never	57	49
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	51%	51%
b) 1 or more risks	49%	49%
c) 2 or more risks	16%	15%
d) 3 or more risks	4%	3%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	43	57

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	85%	—
b) 23- to 24-year-olds	81%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼

	Baseline	1994 Goals Report
– Grade 4 (1992)	13%	—
– Grade 8 (1990, 1992)	12%	13% [ns]

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼

	Baseline	1994 Goals Report
– Grade 4	22%	—

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]

	Baseline	1994 Goals Report
– English	9	16
– Mathematics	4	4
– Science	3	4
– Foreign languages	<1	<1
– Civics and government	0	1
– Economics	<1	<1
– Fine arts	1	<1
– History	3	4

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]

	Baseline	1994 Goals Report
Taiwan=41% Korea=37% Switzerland=33%	13%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992): [11]

a) whose teachers report that they do these activities in mathematics class:

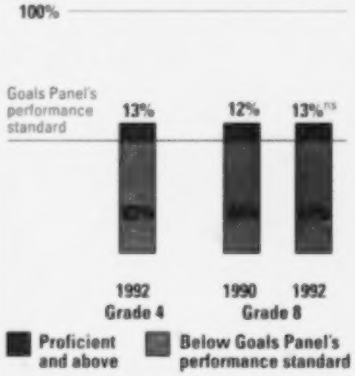
	Baseline	1994 Goals Report
– work in small groups at least once a week	39%	42% [ns]
– work with measuring instruments or geometric solids at least once a week	—	3%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▪ See technical note on page 252.

WEST VIRGINIA

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)

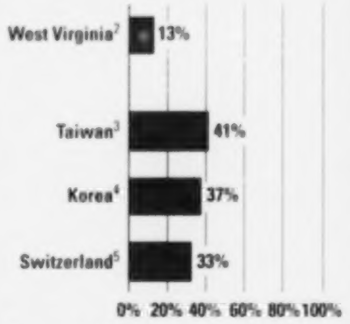


[1] A complete description of the performance standard can be found in Appendix B.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

WEST VIRGINIA

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	41%	46% ns
– developing reasoning ability to solve unique problems	44%	47% ns
– communicating mathematics ideas	38%	38%
c) who have computers available in their mathematics classroom	26%	21% ns
d) who use calculators in mathematics class at least once a week	24%	43%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	94%	—
– Chemistry	90%	—
– Physics	88%	—
– Earth Science	97%	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	95%	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	65%	65%
b) voting	53%	58% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

WEST VIRGINIA

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

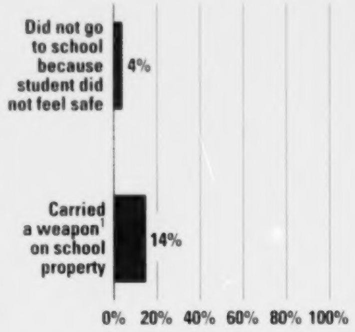
	Baseline	1994 Goals Report
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▨		
– alcohol	—	8%
– marijuana	—	5%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▨	—	26%
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	17%	18% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	42%	39% ns
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	14%
b) Did not go to school because student did not feel safe	—	4%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	8%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	33%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▨	—	42%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▨ See technical note on page 252

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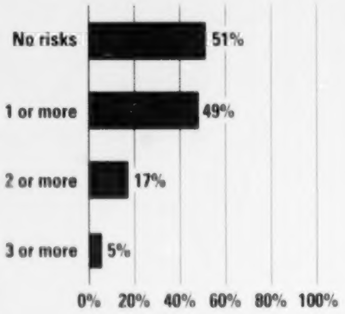
WISCONSIN

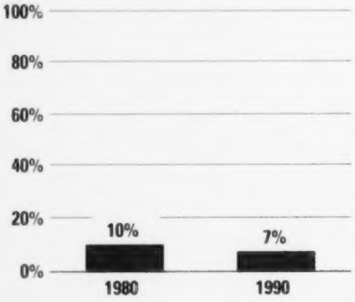
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1991)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	941	939
b) between 3.3 and 5.5 pounds	48	50
c) below 3.3 pounds	11	11
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	817	816
b) second trimester of pregnancy	144	146
c) third trimester of pregnancy or never	38	38
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	49%	51%
b) 1 or more risks	51%	49%
c) 2 or more risks	18%	17%
d) 3 or more risks	5%	5%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	49	55

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	90%	—
b) 23- to 24-year-olds	90%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	7%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▩ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	25%	—
– Grade 8 (1990, 1992)	29%	32% [ns]
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	29%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	7	14
– Mathematics	6	9
– Science	4	6
– Foreign languages	1	2
– Civics and government	1	2
– Economics	1	4
– Fine arts	<1	<1
– History	5	8

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10] Taiwan=41% Korea=37% Switzerland=33%	32%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	43%	53%
– work with measuring instruments or geometric solids at least once a week	—	10%

— Data not available

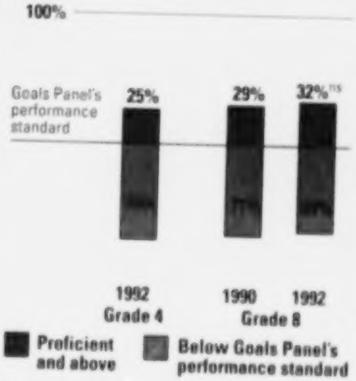
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



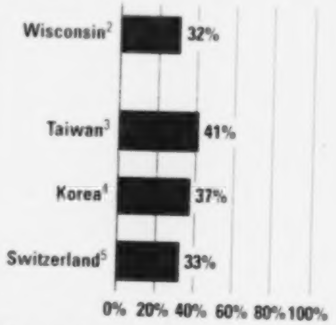
[1] A complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 3 percentage points

[3] Plus or minus 2 percentage points

[4] Plus or minus 2 percentage points

[5] Plus or minus 2 percentage points

Source: Educational Testing Service, 1993

■ See technical note on page 251

▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	48%	48%
– developing reasoning ability to solve unique problems	38%	52%
– communicating mathematics ideas	24%	41%
c) who have computers available in their mathematics classroom	21%	16% ns
d) who use calculators in mathematics class at least once a week	65%	83%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	100%
– Chemistry	—	100%
– Physics	—	100%
– Earth Science	—	100%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	—	100%

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	86%	85% ns
b) voting	71%	76%

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

WISCONSIN

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	5%
– marijuana	—	4%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	20%

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	11%
– cocaine	—	3%
b) Having five or more drinks in a row during the past 30 days	—	29%

Direct Measures of the Goal: Schools Free of Violence and Crime

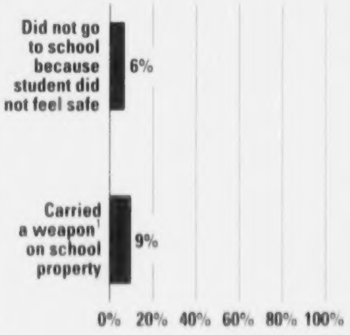
	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	9%
b) Did not go to school because student did not feel safe	—	6%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	8%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	31%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	39%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

WYOMING

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	926	930
b) between 3.3 and 5.5 pounds	64	63
c) below 3.3 pounds	10	7
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	806	792
b) second trimester of pregnancy	156	167
c) third trimester of pregnancy or never	38	41
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	50%	50%
b) 1 or more risks	50%	50%
c) 2 or more risks	17%	16% ns
d) 3 or more risks	4%	4%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	54	65

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

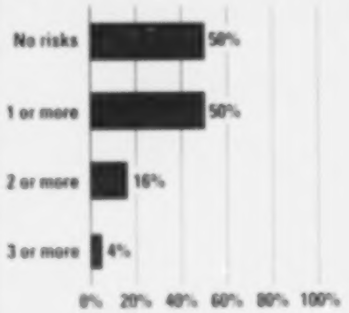
	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	90%	—
b) 23- to 24-year-olds	90%	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	7%	—

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

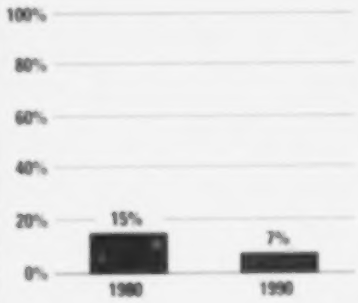


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼

	Baseline	1994 Goals Report
– Grade 4 (1992)	19%	—
– Grade 8 (1990, 1992)	24%	26% ns

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼

	Baseline	1994 Goals Report
– Grade 4	28%	—

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]

	Baseline	1994 Goals Report
– English	9	10
– Mathematics	7	11
– Science	1	2
– Foreign languages	<1	1
– Civics and government	1	2
– Economics	0	<1
– Fine arts	0	<1
– History	1	3

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]

	Baseline	1994 Goals Report
Taiwan=41% Korea=37% Switzerland=33%	26%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992): [11]

a) whose teachers report that they do these activities in mathematics class:

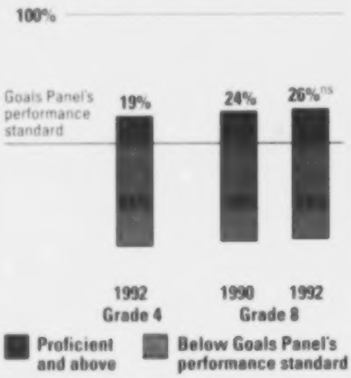
	Baseline	1994 Goals Report
– work in small groups at least once a week	70%	58%
– work with measuring instruments or geometric solids at least once a week	—	8%

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

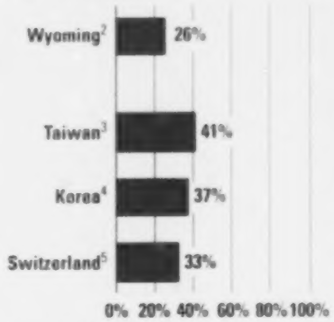
Mathematics Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] A complete description of the performance standard can be found in Appendix B.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics
Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992): [11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	48%	47% [ns]
– developing reasoning ability to solve unique problems	37%	40% [ns]
– communicating mathematics ideas	37%	32% [ns]
c) who have computers available in their mathematics classroom	25%	18% [ns]
d) who use calculators in mathematics class at least once a week	54%	73%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993): [12] ■		
– Biology	96%	—
– Chemistry	94%	—
– Physics	93%	—
– Earth Science	97%	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993) [13] ■	92%	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992): [14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992): [15]		
a) registered to vote	68%	69% [ns]
b) voting	62%	65% [ns]

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
▩ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	—

Overall

	Baseline	1994 Goals Report
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▪ See technical note on page 252.

AMERICAN SAMOA

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	—	—
b) between 3.3 and 5.5 pounds	—	—
c) below 3.3 pounds	—	—
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	—	—
b) second trimester of pregnancy	—	—
c) third trimester of pregnancy or never	—	—
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	—	—

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	—	—
b) 23- to 24-year-olds	—	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

AMERICAN SAMOA

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	—	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	—	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):[15]

	Baseline	1994 Goals Report
a) registered to vote	—	—
b) voting	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

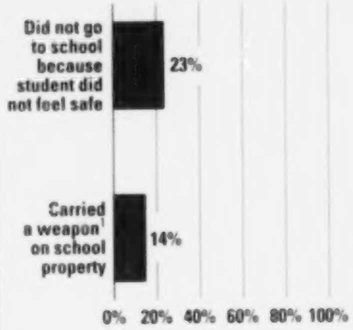
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

	Baseline	1994 Goals Report
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	11%
– marijuana	—	6%
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	14%
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	14%
– cocaine	—	2%
b) Having five or more drinks in a row during the past 30 days	—	23%
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	14%
b) Did not go to school because student did not feel safe	—	23%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	15%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	59%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	61%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety
Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

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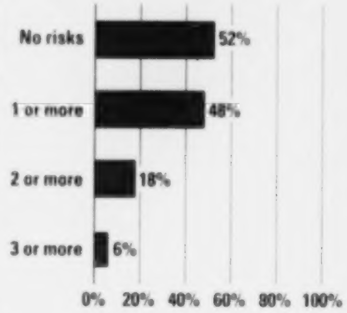
Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1994

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	928	927
b) between 3.3 and 5.5 pounds	62	65
c) below 3.3 pounds	10	8
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	669	647
b) second trimester of pregnancy	238	247
c) third trimester of pregnancy or never	93	106
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	52%	52%
b) 1 or more risks	48%	48%
c) 2 or more risks	18%	18%
d) 3 or more risks	5%	6% ns

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	—	—

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	—	—
b) 23- to 24-year-olds	—	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249.
▼ See technical note on page 249.
■ See technical note on page 251.
▪ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

GUAM

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	5%	—
– Grade 8 (1990, 1992)	5%	7%[ns]
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	6%	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

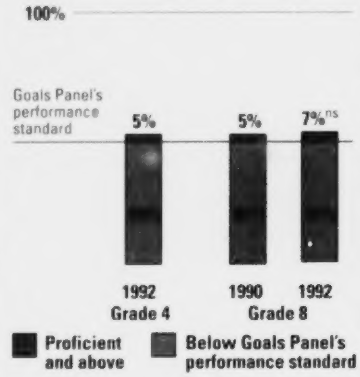
	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	7%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	33%	38%
– work with measuring instruments or geometric solids at least once a week	—	1%

Mathematics Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



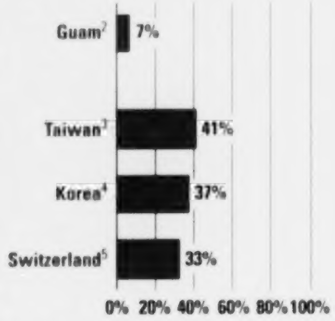
[1] A complete description of the performance standard can be found in Appendix B.

[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

[2] Plus or minus 1 percentage points.

[3] Plus or minus 2 percentage points.

[4] Plus or minus 2 percentage points.

[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available.

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

■ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	37%	28%
– developing reasoning ability to solve unique problems	15%	37%
– communicating mathematics ideas	19%	43%
c) who have computers available in their mathematics classroom	13%	<1%
d) who use calculators in mathematics class at least once a week	22%	26%

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	—	—
b) voting	—	—

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▪ See technical note on page 252

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NORTHERN MARIAÑAS

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	—	—
b) between 3.3 and 5.5 pounds	—	—
c) below 3.3 pounds	—	—
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	—	—
b) second trimester of pregnancy	—	—
c) third trimester of pregnancy or never	—	—
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	—	—

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	—	—
b) 23- to 24-year-olds	—	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	—	—

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▨ See technical note on page 252

NORTHERN MARIANAS

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—
Goal 4: Teacher Education and Professional Development		
• No indicators for this new Goal have been identified yet; will be addressed in future Reports.		
Goal 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	—	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
▪ See technical note on page 252.

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Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	—	—
b) voting	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
* See technical note on page 249.

■ See technical note on page 251.
▪ See technical note on page 252.

	Baseline	1994 Goals Report
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▨		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▨	—	—
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▨	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available

ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249

▼ See technical note on page 249

■ See technical note on page 251

▨ See technical note on page 252

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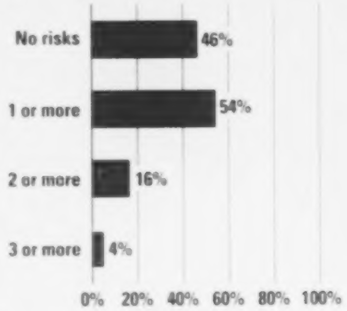
Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1991)

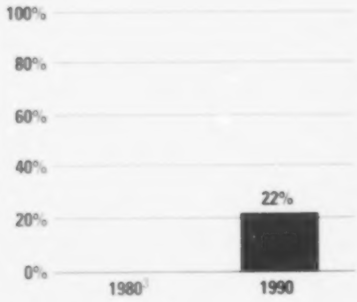


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth)

Source: National Center for Health Statistics and Westat, Inc., 1994

High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school
[2] Includes traditional high school diploma and alternative credential
[3] Data not available

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	909	908
b) between 3.3 and 5.5 pounds	80	81
c) below 3.3 pounds	12	12
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	711	733
b) second trimester of pregnancy	241	227
c) third trimester of pregnancy or never	48	41
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	43%	46%
b) 1 or more risks	57%	54%
c) 2 or more risks	17%	16%
d) 3 or more risks	4%	4%

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	—	—

Goal 2: School Completion

Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	—	—
b) 23- to 24-year-olds	—	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	22%	—

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[7] ▼		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ▼		
– Grade 4	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994):[9]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—
Goal 4: Teacher Education and Professional Development		
• No indicators for this new Goal have been identified yet; will be addressed in future Reports.		
Goal 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[10]		
Taiwan=41% Korea=37% Switzerland=33%	—	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.
▼ See technical note on page 249.

■ See technical note on page 251.
□ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—

Direct Measures of the Objectives: Teacher Certification

	Baseline	1994 Goals Report
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	99%	—
– Chemistry	99%	—
– Physics	94%	—
– Earth Science	95%	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993):[13] ■	90%	—

Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]

		Baseline	1994 Goals Report
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—

Direct Measure of the Goal: Citizenship

	Baseline	1994 Goals Report
• Percentage of all U.S. citizens (1988, 1992):[15]		
a) registered to vote	—	—
b) voting	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant
▲ See technical note on page 249
* See technical note on page 249
■ See technical note on page 251
▨ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

	Baseline	1994 Goals Report
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▨		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▨	—	—
Overall		
• Percentage of public high school students who reported (1991, 1993):[18] ▨		
a) Using the following at least once during the past 30 days:		
– marijuana	4%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	18%	—

Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▨		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▨		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	—
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▨	—	—

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249
△ See technical note on page 249
■ See technical note on page 251
▨ See technical note on page 252

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VIRGIN ISLANDS

Measuring State Progress Toward the Goals and Objectives

Goal 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

	Baseline	1994 Goals Report
• Number of births (per 1,000; 1990, 1991):[1]		
a) at or above 5.5 pounds	907	905
b) between 3.3 and 5.5 pounds	71	73
c) below 3.3 pounds	21	22
• Number of mothers (per 1,000; 1990, 1991) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	469	484
b) second trimester of pregnancy	362	362
c) third trimester of pregnancy or never	169	154
• Percentage of infants born in the state with one or more of the following health risks (1990, 1991):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—

Direct Measure of the Objectives: Preschool Programs

	Baseline	1994 Goals Report
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds: 1991, 1993)[4]	—	—

Goal 2: School Completion

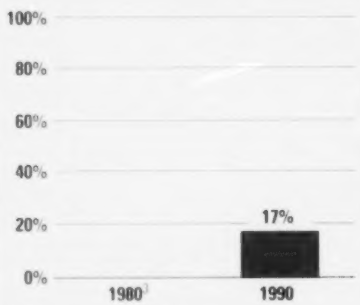
Direct Measure of the Goal: High School Completion

	Baseline	1994 Goals Report
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	—	—
b) 23- to 24-year-olds	—	—

Direct Measure of the Objectives: School Dropouts

	Baseline	1994 Goals Report
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	17%	—

High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Data not available.

Source: Bureau of the Census, 1980 and 1990

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
■ See technical note on page 252

Measuring State Progress Toward the Goals and Objectives

VIRGIN ISLANDS

	Baseline	1994 Goals Report

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1994 Goals Report
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: [7] ▼		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	1%	1%
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): [8] ▼		
– Grade 4	—	—

Direct Measure of the Goal: Advanced Placement Performance

	Baseline	1994 Goals Report
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): [9]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—

Goal 4: Teacher Education and Professional Development

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

Goal 5: Mathematics and Science

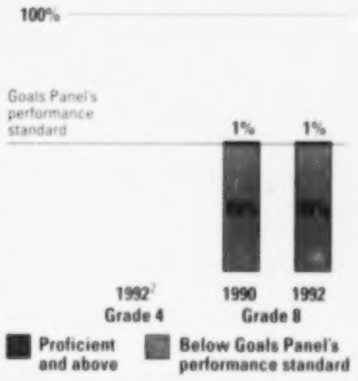
Direct Measure of the Goal: International Student Achievement Comparisons

	Baseline	1994 Goals Report
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): [10]		
Taiwan=41% Korea=37% Switzerland=33%	1%	—

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

	Baseline	1994 Goals Report
• Percentage of public school 8th graders (1990, 1992): [11]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	53%	29%
– work with measuring instruments or geometric solids at least once a week	—	<1%

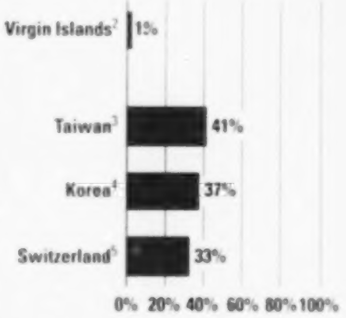
Mathematics Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] A complete description of the performance standard can be found in Appendix B.
[2] Data not available.

Source: National Center for Education Statistics, 1993

International Comparisons in Mathematics
Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 1 percentage point.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

— Data not available
ns Interpret with caution. Change was not statistically significant.
▲ See technical note on page 249
▼ See technical note on page 249
■ See technical note on page 251
■ See technical note on page 252

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Measuring State Progress Toward the Goals and Objectives

	Baseline	1994 Goals Report
Mathematics and Science (continued)		
• Percentage of public school 8th graders (1990, 1992):[11]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	47%	25%
– developing reasoning ability to solve unique problems	30%	58%
– communicating mathematics ideas	36%	60%
c) who have computers available in their mathematics classroom	1%	3%
d) who use calculators in mathematics class at least once a week	17%	39%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991, 1993):[12] ■		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991, 1993)[13] ■	—	—

Goal 6: Adult Literacy and Lifelong Learning

		Baseline	1994 Goals Report
Direct Measure of the Goal: Adult Literacy			
• Percentage of all adults aged 16 and older who scored at the following literacy levels (1992):[14]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measure of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[15]			
a) registered to vote		—	—
b) voting		—	—

— Data not available

ns Interpret with caution. Change was not statistically significant.

▲ See technical note on page 249.

▼ See technical note on page 249.

■ See technical note on page 251.

■ See technical note on page 252.

Measuring State Progress Toward the Goals and Objectives

VIRGIN ISLANDS

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

	Baseline	1994 Goals Report
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[16] ▪		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[17] ▪	—	27%
Overall		
• Percentage of public high school students who reported (1990, 1993):[18] ▪		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	9%

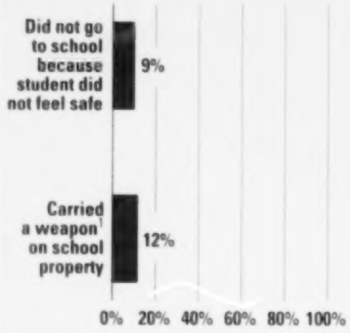
Direct Measures of the Goal: Schools Free of Violence and Crime

	Baseline	1994 Goals Report
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[19] ▪		
a) Carried a weapon such as a gun, knife, or club on school property	—	12%
b) Did not go to school because student did not feel safe	—	9%
• Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):[20] ▪		
a) Threatened or injured with a weapon such as a gun, knife, or club	—	12%
b) Property such as a car, clothing, or books was stolen or deliberately damaged	—	21%
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[21] ▪	—	30%

Goal 8: Parental Participation

- No indicators for this new Goal have been identified yet; will be addressed in future Reports.

School Safety
Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

— Data not available
ns Interpret with caution. Change was not statistically significant

▲ See technical note on page 249
▼ See technical note on page 249

■ See technical note on page 251
▪ See technical note on page 252

Appendices

2000

1994

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Appendix A: Sources

[1] U.S. Department of Health and Human Services, *Vital Statistics of the United States, 1990 and 1991, Vol. 1, Natality* (Washington, D.C.: National Center for Health Statistics, in press), calculations by the National Education Goals Panel.

[2] *Ibid.*

[3] Nicholas Zill and Christine Winquist Nord of Westat, Inc., developed the concept of the Children's Health Index. Stephanie Ventura and Sally Clarke of the National Center for Health Statistics provided the special tabulations of the 1990 and 1991 birth certificate data needed to produce the index.

[4] U.S. Department of Education, *Fourteenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act* (Washington, D.C.: Office of Special Education and Rehabilitative Services, 1992), calculations by the National Education Goals Panel.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System, unpublished tabulations prepared October 1993, calculations by the National Education Goals Panel.

[5] U.S. Department of Commerce, Bureau of the Census, 1990 Census of Population and Housing, unpublished tables, July 1992.

[6] U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population and Housing, Report PC80-1-C1, *General Social and Economic Characteristics, United States Summary* (Washington, D.C.: U.S. Government Printing Office, October 1982).

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[7] Mary Lyn Bourque and Howard H. Garrison, *The Levels of Mathematics Achievement: Initial Performance Standards for the 1990 NAEP Mathematics Assessment.* Vol. 1, National and State Summaries (Washington, D.C.: National Assessment Governing Board, 1991), 48-313.

Ina V.S. Mullis, John A. Dossey, Eugene H. Owen, and Gary W. Phillips, *NAEP 1992 Mathematics Report Card for the Nation and the States: Data from the National and Trial State Assessments* (Washington, D.C.: National Center for Education Statistics, 1993), 9-10.

[8] Ina V.S. Mullis, Jay Campbell, and Alan J. Farstrup, *NAEP 1992 Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments* (Washington, D.C.: National Center for Education Statistics, 1993).

[9] The College Board, Advanced Placement Program, Results from the 1991 and 1994 Advanced

Placement Examinations, unpublished tabulations, August 1991 and August 1994.

[10] Peter Pashley and Gary W. Phillips, *Toward World-Class Standards: A Research Study Linking International and National Assessments* (Princeton, N.J.: Educational Testing Service, June 1993), 25-30.

[11] National Center for Education Statistics, *Data Compendium for the NAEP 1992 Mathematics Assessment of the Nation and the States* (Washington, D.C.: U.S. Department of Education, May 1993), 488, 501, 447-449, 452-459, 569, 555-556.

[12] Rolf K. Blank and Doreen Gruebel, *State Indicators of Science and Mathematics Education, 1993* (Washington, D.C.: Council of Chief State School Officers, 1993), 46, calculations by the National Education Goals Panel.

Rolf K. Blank and Doreen Gruebel, *State Indicators of Science and Mathematics Education, 1995, State and National Trends: New Indicators from the 1993-94 School Year* (Washington, D.C.: Council of Chief State School Officers, forthcoming), calculations by the National Education Goals Panel.

[13] *Ibid.*

[14] Educational Testing Service, unpublished tabulations from the 1992 State Adult Literacy Survey, August, 1993; the Oregon Progress Board conducted an independent study in 1990 which was validated by the Educational Testing Service.

[15] U.S. Department of Commerce, Bureau of the Census, *Voting and Registration in the Election of November 1988*, Current Population Reports, Series P-20, no. 440 (Washington, D.C.: U.S. Government Printing Office, 1989), and unpublished tabulations; calculations by the National Education Goals Panel.

U.S. Department of Commerce, Bureau of the Census, *Voting and Registration in the Election of November 1992*, Current Population Reports, Series P-20, no. 466 (Washington, D.C.: U.S. Government Printing Office, 1993), and unpublished tabulations; calculations by the National Education Goals Panel.

[16] Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

[17] *Ibid.*

[18] Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1990* (Atlanta, GA: 1991).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1991* (Atlanta, GA: 1992).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

[19] Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

[20] *Ibid.*

[21] *Ibid.*

Appendix B: Technical Notes

General Information

Accuracy of Data

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures. In general, however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

Sampling Errors

The samples used in surveys are selected from a large number of possible samples of the same size that could have been selected using the same sample design. Estimates derived from the different samples would differ from each other. The difference between a sample estimate and the average of all possible samples is called the sampling deviation. The standard or sampling error of a survey estimate is a measure of the variation among the estimates from all possible samples and, thus, is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples.

The sample estimate and an estimate of its standard error permit us to construct interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected under essentially the same conditions and an estimate and its estimated standard error were calculated from each sample, then: 1) approximately 2/3 of the intervals from one standard error below the estimate to one standard error above the estimate would include the average value of the possible samples; and 2) approximately 19/20 of the intervals from two standard errors above the estimate to two standard errors below the estimate would include the average value of all possible samples. We call an interval from two standard errors below the estimate to two standard errors above the estimate a 95 percent confidence interval.

Analysis of standard errors can help assess how valid a comparison between two estimates might be. The standard error of a difference between two independent sample estimates is equal to the square root of the sum of the squared standard errors of the estimates. The standard error (se) of the difference between independent sample estimates "a" and "b" is:

$$se_{a,b} = \sqrt{se_a^2 + se_b^2}$$

Nonsampling Errors

Universe and sample surveys are subject to nonsampling errors. Nonsampling errors may arise when respondents or interviewers interpret questions differently, when respondents must estimate values, or when coders, keyers, and other processors handle answers differently, when persons who should be included in the universe are not, or when persons fail to respond (completely or partially). Nonsampling errors usually, but not always, result in an understatement of total survey error and thus an overstatement of the precision of survey estimates. Since estimating the magnitude of nonsampling errors often would require special experiments or access to independent data, these magnitudes are seldom available.

Goal 1

Low Birthweight and Prenatal Care

Prenatal care refers to the first visit for health care services during pregnancy.

For the low-birthweight and prenatal care indicators, the numbers of cases reported as "not stated" were distributed among the reporting categories. Numbers may not add to 1,000 due to rounding.

Children's Health Index

The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the health index varied from a high of 99.93 to a low of 73.18. Four states (California, Indiana, New York, and South Carolina) did not collect information on all six risks in 1990 and 1991, and are not included in this Report. Oklahoma provided 1991 data only.

Children with Disabilities in Preschool

The Individuals with Disabilities Act (IDEA) supports the improvement of services for very young children with disabilities through several programs, including the Program for Infants and Toddlers with Disabilities (Part H), the Preschool Grants Program (Section 619 of Part B), and the Early Education Program for Children with Disabilities (Section 623 of Part C). The Congressional mandate required states to have a mandate in place by school year 1991-92 that ensures a free appropriate education (FAPE) for all eligible 3- to 5-year-old children with disabilities.

Data are based on state information submitted to the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) on the number of children with disabilities served under IDEA, Part B and Chapter 1 (ESEA State-Operated Programs [SOP]) programs.

Goal 2

High School Completion and School Dropouts

The 1990 Decennial Census data used in computing state high school completion and dropout rates are from special tabulations of the Census sample detail file. That file included data on current high school enrollment and high school graduation status. Those data were used in conjunction with Census single-year of-age population data. By definition, the high school completion rates for 19- to 20-year-olds and 23- to 24-year-olds are computed as a percentage of the non-high school enrolled population at these ages who possess a high school credential (either a high school diploma or an alternative credential). The status dropout rate for 16- to 19-year-olds is computed as a percentage of all 16- to 19-year-olds who are not currently enrolled in high school and have not graduated from high school.

The Census data collection procedures count each person at their current location. As a result, 16- to 19-year-olds who graduated from high school and moved to another location for college or work are counted at their new location. This has the potential for decreasing the dropout rate in areas with universities, colleges, or employment opportunities, and potentially increasing the dropout rate in areas that graduates leave.

Goal 3

National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students and changes in that achievement across time. Since 1969, NAEP has assessed the achievement of national samples of 9-, 13-, and 17-year-old students in public and private schools. In 1983, it expanded the samples so that grade-level results could be reported.

The assessments, conducted annually until the 1979-80 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects demographic, curricular, and instructional background information from students, teachers, and school administrators.

In 1988, Congress added a new dimension to NAEP by authorizing, on a trial basis, voluntary participation of public schools in state-level assessments in 1990 and 1992. Forty jurisdictions (states and territories) participated in the 1990 trial mathematics assessment. In 1992, 44 jurisdictions participated in the state mathematics assessments of 4th and 8th graders and 43 participated in the 4th grade reading assessments.

National Assessment Governing Board (NAGB) Achievement Levels

The NAEP data shown under Goal 3 should be interpreted with caution. The line signifying the Goals

Panel's Performance Standard classifies student performance according to achievement levels devised by the National Assessment Governing Board. These achievement level data have been previously reported by the National Center for Education Statistics (NCES). Students with NAEP scores falling below the Goals Panel's Performance Standard have been classified by NAGB as "Basic" or below; those above have been classified as "Proficient" or "Advanced."

The NAGB achievement levels represent a reasonable way of categorizing overall performance on the NAEP. They are also consistent with the Panel's efforts to report such performance against a high-criterion standard. However, the methods used to derive the NAGB achievement "cut points" (i.e., the points distinguishing the percentage of students scoring at the different achievement levels) have been questioned and are still under review.

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. This effort has resulted in three achievement levels: basic, proficient, and advanced. The NAGB achievement levels are reasoned judgements of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matter. Readers should exercise caution, however, in making particular inferences about what students at each level actually know and can do. A NAEP assessment is a complex picture of student achievement and applying external standards for performance is a difficult task. Evaluation studies completed and under way have raised questions about the degree to which the standards in the NAGB achievement levels are actually reflected in an assessment and, hence, the degree to which inferences about actual performance can be made from these achievement levels. The Goal Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

Basic: *This level, below proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade — 4, 8, and 12.* For twelfth grade, this is higher than minimum competency skills (which are normally taught in elementary and junior high school) and covers significant elements of standard high-school-level work.

Proficient: *This central level represents solid academic performance for each grade tested — 4, 8, and 12.* It reflects a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At grade 12, the proficient level encompasses a body of subject-matter knowledge and analytical skills, of cultural literacy and insight, that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.

Advanced: *This higher level signifies superior performance beyond proficient grade-level mastery at grades 4, 8, and 12.* For twelfth grade, the advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.

Advanced Placement Program

The Advanced Placement program, sponsored by the College Board, provides a way for high schools to offer college-level coursework to students. At present, one or more course descriptions, examinations, and sets of curricular materials are available in art, biology, chemistry, computer science, economics, English, French, German, government and politics, history, Latin, mathematics, music, physics, and Spanish. Advanced Placement examinations, which are given in May, are graded on a five-point scale: 5 – extremely well qualified; 4 – well qualified; 3 – qualified; 2 – possibly qualified; and 1 – no recommendation. Grades of 3 and above generally are accepted for college credit and advanced placement at participating colleges and universities.

For this Report:

English includes English Language & Composition and English Literature & Composition; Science includes Biology, Chemistry, Physics B, Physics C — Mechanics, and Physics C — Electricity and Magnetism; Mathematics includes Calculus AB and Calculus BC; History includes U.S. History and European History; Foreign Language includes French Language, French Literature, Spanish Language, Spanish Literature, and German; Fine Arts includes Art History, Studio Art (Drawing and General), and Music Theory; Economics includes Macro-economics and Micro-economics; and Government includes U.S. Government and Politics and Comparative Government and Politics.

The number of Advanced Placement examinations graded 3 or above per 1,000 11th and 12th graders is presented in this Report. The number of 11th and 12th graders includes public and private students. The enrollment figures were arrived at by multiplying the public enrollment by a private-enrollment adjustment factor.

Goal 5

International Student Achievement Comparisons

International comparisons have been drawn between countries participating in the 1991 International Assessment of Educational Progress (IAEP) and states participating in the 1992 NAEP. Representative samples of 9- and 13-year-old students were tested in mathematics in 20 countries. Those countries decided to adopt the 1990 NAEP objectives in mathematics as a blueprint for the construction of the IAEP mathematics assessment. Even with differences in the target population and timing, there was substantial overlap between the NAEP and the IAEP. By linking the IAEP scale to the NAEP scale it is possible to predict the percentages of 13-year-olds in each of the 20 countries that participated in the 1991 IAEP in mathematics who would have performed at or above each of the three achievement levels (see Technical Notes for Goal 3) established by the NAGB for U.S. students. These predictions can then be compared with actual performance of U.S. eighth graders in public schools in the 1992 mathematics assessment with respect to these same criteria. For this Report, the highest scoring counties (Korea, Switzerland, and Taiwan) were selected for comparison to the United States. Mathematics data are presented only for the 42 states and territories that participated in the 1992 NAEP.

Teacher Certification

The population of teachers includes those with a main and "other" assignment. The percent certified refers to teachers assigned to one or more period/class to subject with state certification in subject. States have different requirements for teacher certification which may explain the differing rates of teacher certification. For example, while all states had minimal certification requirements for mathematics teachers, the number of semester course credits by state varied from 18 to 40. See the Council of Chief State School Officers' *State Indicators of Science and Mathematics Education: 1993* for more information on certification requirements by state. California's baseline data are from 1990. Colorado's Biology figures include all sciences. Pennsylvania's 1993 data includes grades 7-12. Wisconsin state law requires all assigned teachers to be certified in field of assignment.

Goal 6

Adult Literacy Scales

The Department of Education (ED) and the Educational Testing Service (ETS) characterized the literacy of America's adults in terms of three "literacy scales" representing distinct and important aspects of literacy: prose, document, and quantitative literacy. Each of the literacy scales, which range from 0 to 500, are as follows:

Prose literacy – the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction; for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial.

Level 1 – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.

Level 2 – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Level 3 – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.

Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.

Document literacy – the knowledge and skills required to locate and use information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs; for example, locating a particular intersection on a street map, using a schedule to choose the appropriate bus, or entering information on an application form.

Level 1 – Tasks in this level tend to require the reader either to locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. Little, if any, distracting information is present.

Level 2 – Tasks in this level are more varied than those in Level 1. Some require the readers to match a single piece of information; however, several distractors may be present, or the match may require low-level inferences. Tasks in this level may also ask the reader to cycle through information in a document or to integrate information from various parts of a document.

Level 3 – Some tasks in this level require the reader to integrate multiple pieces of information from one or more documents. Others ask readers to cycle through rather complex tables or graphs which contain information that is irrelevant or inappropriate to the task.

Level 4 – Tasks in this level, like those at the previous levels, ask readers to perform multiple-feature matches, cycle through documents, and integrate information; however, they require a greater degree of inferencing. Many of these tasks require readers to provide numerous responses but do not designate how many responses are needed. Conditional information is also present in the document tasks at this level and must be taken into account by the reader.

Level 5 – Tasks in this level require the reader to search through complex displays that contain multiple distractors, to make high-level text-based inferences, and to use specialized knowledge.

Quantitative literacy – the knowledge and skills required to apply arithmetic operations, either alone or sequentially, using numbers embedded in printed materials; for example, balancing a checkbook, figuring out a tip, completing an order form, or determining the amount of interest from a loan advertisement.

Level 1 – Tasks in this level require readers to perform single, relatively simple arithmetic operations, such as addition. The numbers to be used are provided and the arithmetic operation to be performed is specified.

Level 2 – Tasks in this level typically require readers to perform a single operation using numbers that are either stated in the task or easily located in the material. The operation to be performed may be stated in the question or easily determined from the format of the material (for example, an order form).

Level 3 – In tasks in this level, two or more numbers are typically needed to solve the problem, and these must be found in the material. The operation(s) needed can be determined from the arithmetic relation terms used in the question or directive.

Level 4 – These tasks tend to require readers to perform two or more sequential operations or a single operation in which the quantities are found in different types of displays, or the operations must be inferred from semantic information given or drawn from prior knowledge.

Level 5 – These tasks require readers to perform multiple operations sequentially. They must disembed the features of the problem from text or rely on background knowledge to determine the quantities or operations needed.

Twelve states (California, Florida, Illinois, Indiana, Iowa, Louisiana, New Jersey, New York, Ohio, Pennsylvania, Texas, and Washington) participated in the 1992 State Adult Literacy Survey. California's data were not available for this Report. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service. Adults aged 16-65 participated in the 1990 Oregon study; in other states which participated in 1992, the sample included adults aged 16 and older.

Goal 7

The information from the Youth Risk Behavior Survey includes only states with weighted data. The wording in the survey questions changed between 1990 and 1991, which may account for any significant differences from 1990 to 1991 and from 1990 to 1993. North Carolina data from 1990 are not comparable to data from 1993, therefore, the 1990 data are not shown in this Report.

Readers interested in further information from data sources presented in *Volume Two* of this Report can contact the sponsoring agencies, as follows:

Data Source	**Sponsoring Agency**	**Contact**
Advanced Placement Program	The College Board	Wade Curry (212) 713-8000
Children's Health Index	National Center for Health Statistics (NCHS)	Sally Clarke (301) 436-8500
National Adult Literacy Survey (NALS)	National Center for Education Statistics (NCES)	Andrew Kolstad (202) 219-1773
	Educational Testing Service (ETS)	Doug Rhodes (800) 551-1230
National Assessment of Educational Progress (NAEP)	NCES	Gary Phillips (202) 219-1761
Youth Risk Behavior Survey (YRBS)	Centers for Disease Control and Prevention	Laura Kann (404) 639-3311

Readers interested in further analyses from NCES data sources can contact the National Data Resource Center (NDRC) at the National Center for Education Statistics. NCES has established the NDRC to enable state education personnel, education researchers, and others to obtain special statistical tabulations and analyses of data sets maintained by NCES. Researchers and others can ask the Data Center to perform specific tabulations or analyses, or they can work on-site directly with confidential files upon signing a confidentiality pledge. This service currently is provided free of charge by NCES.

The Data Center has files available from the:

Common Core of Data (CCD),
Integrated Postsecondary Education Data System (IPEDS),
National Education Longitudinal Study (NELS:88),
National Household Education Survey (NHES),
National Postsecondary Student Aid Study (NPSAS),
National Study of Postsecondary Faculty, and
Schools and Staffing Survey (SASS).

In the future, the Data Center plans to add additional databases to its inventory.

To contact the National Data Resource Center, write or call:

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Appendix C: Acknowledgements

The National Education Goals Panel and staff gratefully acknowledge the contributions of many thoughtful and knowledgeable people to the development of the *1994 National Education Goals Report*. Some served on the Panel's Working Group as staff to Goals Panel members or on advisory groups convened to recommend core indicators or to identify actions that federal, state, and local governments should take to achieve the National Education Goals. Others were invaluable consultants offering their expertise on data acquisition and analysis or report production and release. We extend a special thanks to W. Davis Lackey and Leo Martin, representatives of the 1993-94 Chair of the Panel, Governor John R. McKernan, Jr., of Maine, for their contributions. We remain appreciative of the good counsel and support we received from all.

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Jon Fuller, National Association of Independent Colleges and Universities
Claire Gaudiani, Connecticut College
Terry Hartle, American Council of Education
Doris Helms, Clemson University
Bob McCabe, Miami-Dade Community College
Arturo Pacheco, University of Texas-El Paso
Paul Ruiz, American Association of Higher Education
Donald Stewart, The College Board
Art Wise, National Council for Accreditation of Teacher Education

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING

Resource Group Convener: Mark Musick, Southern Regional Education Board

Members:
Paul Barton, Educational Testing Service
Forest Chisman, Southport Institute for Policy Analysis
Peter Ewell, National Center for Higher Education Management Systems
Joy McLarty, American College Testing
William Spring, Federal Reserve Bank of Boston
Thomas Sticht, Applied, Behavioral, and Cognitive Sciences, Inc.
Marc Tucker, National Center on Education and the Economy

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS

Resource Group Convener: John Porter, Urban Education Alliance

Members:
C. Leonard Anderson, Portland Public Schools
Michael Guerra, National Catholic Education Association
J. David Hawkins, Social Development Research Group
Fred Hechinger, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health
Lloyd Johnston, University of Michigan
Ronda Talley, American Psychological Association

Consultants for Resource Group on Safe, Disciplined, Alcohol- and Drug-free Schools:
Janet Collins, Centers for Disease Control and Prevention
Vincent Giordano, New York City Public Schools
Oliver Moles, U.S. Department of Education
Ed Zubrow, Independent Consultant

Task Force on Disciplined Environments Conducive to Learning Leader: Ronda Tally, American Psychological Association

Members:
C. Leonard Anderson, Portland Public Schools
Michael Guerra, National Catholic Education Association
J. David Hawkins, Social Development Research Group
Fred Hechinger, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health

Consultants for Task Force on Disciplined Environments Conducive to Learning:
Oliver Moles, U.S. Department of Education
Ed Zubrow, Independent Consultant

GOAL 8: PARENTAL PARTICIPATION

(Resource Group will be formed during 1994-95.)

TASK FORCE ON EDUCATION NETWORK TECHNOLOGY

Leader: Robert Palaich, Education Commission of the States

Members:
Laura Breeden, U.S. Department of Commerce
John Clement, National Science Foundation
Jan Hawkins, Bank Street College of Education
Robert Kansky, National Academy of Sciences
Pamela Keating, University of Washington
Glenn Kessler, Fairfax County Public Schools, Virginia
Mark Musick, Southern Regional Education Board
Bill Padia, California Department of Education
Nora Sabelli, National Science Foundation
Rafael Valdivieso, Academy for Educational Development, Inc.

Task Force Advisors:
Steven Gould, Congressional Research Service
Gerald Malitz, U.S. Department of Education
Linda Roberts, U.S. Department of Education

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1994 National Education Goals Report and Data Volumes
QUESTIONNAIRE

The National Education Goals Panel values your response to the *1994 Goals Report* and the *National* and *State Data Volumes*. Please take a few moments to fill out and return this questionnaire so that we can continue to improve future reports. Mail or FAX to:

National Education Goals Panel
1850 M Street, NW, Suite 270, Washington, DC 20036
PHONE (202) 632-0952
FAX (202) 632-0957

Name: ______________________________

Organization: ______________________________

Title/Position: ______________________________

Address: ______________________________

Phone: ____________________ **Fax:** ____________________

Please Circle As Many As Apply:
Student / Parent / Educator / Business or Community Leader /
Federal, State, or Local Policymaker / Concerned Citizen

1. Do you have any general comments about the Report (e.g., clarity of the data and text, new focus on sixteen core indicators, graphics, etc.)?

____

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2. How do you rate the usefulness of the Report? (1 = not very useful and 5 = very useful)

1994 National Education Goals Report

1 2 3 4 5

1994 Volume One: National Data

1 2 3 4 5

1994 Volume Two: State Data

1 2 3 4 5

3. How are you or your organization using the information in the Report (e.g., in speeches, local/state data reports, etc.)?

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4. How can the Goals Panel make the information more useful to you or your organization?

____

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5. Do you use electronic or on-line services? If so, which ones? Would you make use of the Goals Panel's data and publications if they were available on that service?

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6. How did you receive this Report (please circle)?
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7. Would you like additional copies of the:

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8. Would you like further information about the Community Action Toolkit? ________________

9. Would you like an order form which lists the Goals Panel's other publications? ________________

The National Education Goals Panel thanks you for your interest.

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